



# ST. PAUL'S COMMUNITY SCHOOL

**St. Paul's Community School**

*Accreditation Application*

March 14th, 2019

# **School Governance**

## **Model of Governance**

St. Paul's Community School (henceforward referred to as "SPCS") is governed by a Board of Directors (henceforward "the Board") who exist to organize resources and take action to fulfil the mission of SPCS. The Head of School serves at the pleasure of the Board and reports directly to it.

## **Organizational Chart**

Board of Directors >> Head of School >> School staff  
>> Director of Advancement

## **Governing Board**

- The Board of Directors shall consist of no more than 16 members.
- The Board Chairman serves a three-year term and is elected by a 2/3 majority of the Board.
- All Executive Committee members shall be members of the Board of Directors. The Chairman of the Board shall also be Chairman of the Executive Committee.
- The Executive Committee shall consist of no fewer than three and no more than seven members.

## **Powers & Duties**

- The Board shall meet at least once per quarter. Regular quarterly meetings of the Board of Directors may be held at such times and places as may be determined by resolution of the voting members of the Board of Directors. No public notice shall be required for any regular meeting.
- Special meetings of the Board may be held at a time and place designated by the Board to address such issues as may come before the Board and may be called by the Chair, upon the written request of at least fifty percent (50%) of the voting members of the Board of Directors, or whenever a petition requesting such special meeting, signed by the lesser of forty households or one-fifth of the households of the School's student body population, has been submitted to the Chair of the Board. Notice of any special meeting shall be made no later than three (3) days before the day on which the meeting is to be held.
- The Executive Committee exists to advance Board policy. The Board is entitled to receive reports from the Executive Committee and the Principal at quarterly meetings, and to direct policy through them. Unless otherwise specified, a simple majority suffices to initiate or overturn an Executive Committee decision.

### **Decision making process**

- The Board will be considered to have acted when in a duly-constituted Board meeting, a proposal is moved, seconded, and passed by the appropriate majority, entered in the minutes, and duly approved.
- Board discussion, consensus, and debate do not constitute formal Board action, whether oral or written, and shall in no way be counted as such.
- Any action required or permitted to be taken at any meeting of the Board of Directors or of any committee thereof may be taken without a meeting if all voting members of the Board of Directors or of such committee, as the case may be, unanimously consent thereto in writing and the writing or writings are filed with the minutes of proceedings of the Board of Directors or of such committee.

### **Qualifications/Size/Terms**

- The Board will consist of no more than 16 Directors appointed to five-year terms. Terms of the directors will run concurrent with the fiscal year. New board members will require a nomination by the school principal or a sitting member and a two-thirds majority vote of the board.
- The Executive Committee shall consist of no fewer than three and no more than seven members.
- A two-thirds majority vote of the board is required for election or reappointment to the Executive Committee.

### **Appointments/Replacements**

- Upon founding, initial terms of office shall be staggered over two, three, and four years. Thereafter, terms of office shall be for five years, renewable upon a simple majority vote of the Board. Terms of the directors will run concurrent with the fiscal year. New board members will require a nomination by the school principal or a sitting member and a two-thirds majority vote of the board.
- Two-thirds of the heads of households of attending students, may petition the Board for removal from the Board of any director whom they believe lacks a basic commitment to the School Standards, the objectives of the corporation, or who lacks a basic prudence and diligence in matters brought before the Board. A brief statement of the facts supporting the petition may accompany any such petition. Following Board review of such a petition, a director may be removed from the Board by a two-thirds vote of the board members not under consideration.

### **External Organizations**

- Academy Scholarship Fund
  - SPCS will participate in the SGO of The Academy of Classical Christian Studies once we receive accreditation.
- Spreading Hope Network

- SPCS is a founder school of Spreading Hope Network, an organization which exists to help Christian schools in low income areas kickstart. They provide mentorship and guidance as we plan, inspire, enroll, hire, train, and launch our school.
- More information can be found at <https://www.spreadinghopenetwork.org/>

### **Advisory Boards**

The bylaws state that the Board may commission an Advisory Board, and has the power to nominate Advisory Board members and appoint them by a majority vote. At this time no Advisory Board has been established.

### **Foundational Commitments**

See below; “Statement on Love, Justice, Reconciliation,” “Educational Philosophy,” and “Statement of Faith.”

### **Bylaws**

See “Bylaws” below

### **Articles of Incorporation**

- Filed by Chauncey Shillow and John-Mark Hart, David Anderson, Josh Spears
- See “Articles of Incorporation” below



## Love, Reconciliation, and Justice: Philosophy of Community Development

Jesus tells his disciples that love is at the heart of God's good purposes for his people: "You shall love the Lord your God with all your heart and with all your soul and with all your mind. This is the great and first commandment. And a second is like it: You shall love your neighbor as yourself. On these two commandments depend all the Law and the Prophets" (Matt. 22:37-40). The love for God and neighbor to which Jesus calls his followers is perfectly exemplified by Christ himself, who served others and freely gave his own life so that sinners could be reconciled to God (Mk. 10:45; Jn. 13:34; Rom. 5:8; 1 Jn. 3:16). As a grateful, trusting response to God's love for us, Christians express love for God by joyfully, sacrificially pursuing the good of other people (Matt. 25:31-40; 1 Jn. 4:19-21). Thus, all Christian love is both a response to God's initiating grace and an imitation of the life of Jesus, in whom God's just and reconciling love has been perfectly embodied in human history.

The love of Christ is a *reconciling* love. God's love reconciles his enemies to himself: changing their hearts, forgiving their sins, and establishing a new relationship of peace. As Paul says to the Christian community in Colossae, "And you, who once were alienated and hostile in mind, doing evil deeds, [Christ] has now reconciled in his body of flesh by his death, in order to present you holy and blameless and above reproach before him" (Col. 1:21-22; cf. Rom. 5:6-11; 2 Cor. 5:16-21). Moreover, this restoration of fellowship between God and sinful human beings is at the core of a much wider, cosmic plan, in which God is pleased "to reconcile to himself all things, whether on earth or in heaven, making peace by the blood of [Christ's] cross" (Col. 1:20; cf. Eph. 1:3-14). One crucial aspect of this cosmic plan is God's creation of a new human community—centered on Jesus and empowered by the Spirit—in which the barriers that alienate people from one another are destroyed by the gospel of peace (Eph. 2:11-22). This community is the church of Jesus Christ, God's renewed humanity. Of Christians who have been baptized, St. Paul again declares, "There is neither Jew nor Greek, there is neither slave nor free, there is no male and female, for you are all one in Christ Jesus" (Gal. 3:28). Jesus has overcome the ethnic, economic, and gender alienation that mars human history and created a new reconciled community of love. This is an accomplished fact, but it needs to be worked-out through strenuous, Spirit-empowered effort on the part of Christians. For this reason, the New Testament frequently exhorts Christians to put into action the concrete practices of reconciliation, such as proclaiming the gospel of Jesus (2 Cor. 5:20), forgiving others (Lk. 17:3-4), seeking forgiveness for one's own sins (Matt. 5:23-24), working for unity within the Christian community (Eph. 4:2-3), cultivating mutual relationships of familial affection and love within this community (Rom. 12:10), choosing not to give unnecessary offense to those from different cultural backgrounds (1 Cor. 10:32-33), and refusing to evaluate people according to the world's social hierarchies (1 Cor. 1:26-31; 12:21-26; 2 Cor. 5:16; Jas. 2:1-13).

The love of Christ is also a *just* love. Matthew's gospel declares that Jesus is the one whom Isaiah foretold would "proclaim justice to Gentiles" and "bring justice to victory" among the nations (Matt. 12:18-21; cf. Isa. 42:1-4). Shortly after proclaiming that love for God and neighbor fulfills the Law and Prophets (Matt. 22:37-40), Jesus further clarifies that the "weightier matters of the law" are "justice, mercy, and faithfulness" (Matt. 23:23). Similarly, Luke's gospel records Jesus rebuking the Pharisees because they tithe scrupulously while neglecting "justice and the love of God" (Lk. 11:42). It is thus apparent that Jesus' mission of love is also a mission of justice, and the two biblical concepts must be understood in relation to one another. In this respect, Jesus' teaching and mission are shaped by the Old Testament, in which God's justice and righteousness (Hebrew: *misphat* and *tsedaqah*) are expressions of his loving rule over his creation. The justice of God's reign is manifest in his particular concern for vulnerable groups of people, such as widows, the fatherless, sojourners, the poor, and the disabled. "He executes justice for the fatherless and the widow, and loves the sojourner, giving him food and clothing" (Deut. 10:18). In contrast to human rulers who are both weak and corrupt, God is the everlasting creator and king who "executes justice for the oppressed" by feeding the hungry, setting prisoners free, opening the eyes of the blind, lifting up those who are bowed

down, loving the righteous, watching over sojourners, upholding widows and the fatherless, and bringing the wicked to judgment (Ps. 146). The scriptures—both Old and New Testaments—call on God’s people to imitate his character by embodying a just love that treats all humans with dignity, exposes and corrects oppression, and actively seeks the good of vulnerable people, such as widows, the fatherless, sojourners, the poor, and the disabled (Deut. 24:17-22; 27:19; Prov. 31:8-9; Isa. 1:16-17; Amos 5:10-17; Mic. 6:6-8; Zech. 7:9-10; Mal. 3:5; Matt. 23:23; 25:31-46; Lk. 6:27-26; 11:42; 16:19-31; Acts 4:32-37; Gal. 2:10; Jas. 1:27; 1 Jn. 3:17-18).

Clarifying that the love of Jesus is a just and reconciling love guards against misguided distortions of Christian charity that offer short-term assistance for the poor in a way that fails to acknowledge their God-given dignity or even perpetuates cycles of poverty. For example, Christians should avoid expressions of “benevolence” that de-incentivize work, encourage destructive lifestyles, show favoritism to certain cultural groups, or maintain a paternalistic social hierarchy based on ethnicity or socioeconomic status (see Acts 6:1-7; 1 Cor. 1:26-31; 1 Thes. 2:6-12; 1 Tim. 5:3-16; Jas. 2:1-9). To faithfully enact the loving justice of Jesus requires a reconciled community in which Christians from various socioeconomic and cultural backgrounds share spiritual, relational, and material resources in two-way relationships that help vulnerable people while affirming their God-given dignity and agency, learning from their wisdom and experience, empowering them to break generational cycles of poverty, and strengthening the communities in which they live over the long term. Such an approach is faithful to the scriptural teaching that the body of Christ needs all of its parts working together to fulfill the purposes of God (Eph. 4:15-16; cf. Rom. 12:3-8; 1 Cor. 12:12-27; Col. 3:11). To pursue these ends, St. Paul’s Community School (SPCS) is committed to the following principles and practices:

### 1. Empowering indigenous leadership

While SPCS welcomes and values the contribution of individuals from outside our community who share our passion for making a Christ-centered education accessible to all children, we also place an emphasis upon identifying, equipping, and empowering wise and virtuous leaders from a variety of ethnic backgrounds who are indigenous to southwest Oklahoma City. By so doing, we seek to affirm the God-given dignity of indigenous Christian leaders, ensure that St. Paul’s will be guided by their insider-knowledge of the community, and uphold the scriptural truth that Christians from vulnerable and marginalized communities have a key role to play in God’s redemptive purposes (1 Cor. 1:26-29).

This commitment to developing and empowering indigenous leaders should be reflected at every level of the school. SPCS seeks to give children from our community the best possible education so that they will be equipped for a lifetime of wise and virtuous leadership in Oklahoma City and beyond. We also seek to recruit, train, and hire as many teachers as possible who come from southwest Oklahoma City and/or reflect the ethnic diversity of our neighborhood. Finally, to ensure that Christians from the community continue to drive the vision and decision-making processes of the school, SPCS seeks to maintain an ethnically diverse Board of Directors in which the majority of board members live in the school’s target area of service.

### 2. Pursuing ethnic and socioeconomic reconciliation

As described above, the love of Jesus burns through ethnic and economic barriers to create a new, reconciled community of love. Sadly, American churches and schools continue to be largely segregated based on ethnic and socioeconomic factors in a way that diminishes Christians’ ability to display the power of the gospel while also maintaining unequal access to resources that are fundamental to human flourishing. Decades after Civil Rights regulations ostensibly made the segregation of American schools illegal, these schools are still largely separate (based on ethnicity and socioeconomic status) and unequal (based on funding and student performance). SPCS seeks to counteract this situation by providing access to the highest quality of classical Christian education to families in our under-resourced community and by counteracting the segregation that

has created our current situation of educational inequity. Again, this commitment to reconciliation should be reflected at every level of the school. We seek to maintain a Board of Directors and a faculty in which Christians from a variety of ethnic and socioeconomic backgrounds work in a spirit of mutual love and respect with each other and with families in our community. In addition, we seek to take steps towards redressing the segregation of students based on ethnicity and socioeconomic status that characterizes our current schooling system, a model which has proven incapable of establishing equality of educational opportunity. Since we are a school committed to serving the students of southwest Oklahoma City, which is currently ethnically diverse but characterized by a great deal of economic poverty, this may mean recruiting some students to come from outside our target area in order to cultivate a truly diverse learning environment that is beneficial for everyone.

### 3. Seeking the long-term flourishing of southwest Oklahoma City

In order for Christian love to be expressed in a way that is just, it is important to think not only about the wellbeing of individuals from under-resourced communities but also the long-term flourishing of their communities. This is rooted in several convictions. First, any action that benefits some people while causing unnecessary and unwarranted harm to others is inherently unjust. Second, children should not be viewed as autonomous individuals but as members of families, neighborhoods, and churches in such a way that pursuing the good of the community benefits the wellbeing of individuals and vice versa. Third, Christians in this secular age are in an ethical situation that is in some ways analogous to that of the Israelites in Babylonian exile to whom God said, “seek the welfare of the city where I have sent you into exile, and pray to the Lord on its behalf, for in its welfare you will find your welfare” (Jer. 29:7; cf. 1 Tim. 2:1-4; 1 Pet. 2:9-12). One of the main ways SPCS seeks to benefit southwest Oklahoma City in the long term is to empower and develop wise, virtuous, and skilled leaders indigenous to the community who can be a resource to the community for years to come. Another way is by cultivating and maintaining collaborative and mutually-strengthening relationships with families, churches, schools, and other institutions in the community that are vital for its overall welfare.

### 4. Culturally contextualizing the gospel and our educational philosophy

The Son of God became incarnate within the cultural contingencies of human history and entrusted his multi-ethnic community of followers with a gospel that simultaneously subverts and fulfills every human culture. Christian missions, at its worst, has often conflated the gospel with the sending-culture of the missionaries, but, at its best, it has followed the example of Paul, who describes his own missionary endeavors in these terms:

For though I am free from all, I have made myself a servant to all, that I might win more of them. To the Jews I became as a Jew, in order to win Jews. To those under the law I became as one under the law (though not being myself under the law) that I might win those under the law. To those outside the law I became as one outside the law (not being outside the law of God but under the law of Christ) that I might win those outside the law. To the weak I became weak, that I might win the weak. I have become all things to all people, that by all means I might save some. I do it all for the sake of the gospel, that I may share with them in its blessings. (1 Cor. 9:19-23)

Thus, Paul models both cultural contextualization of the gospel and the gospel-shaped posture of cross-cultural servanthood that should characterize all Christian missions. He proceeds to call the Christians in Corinth to imitate his sensitivity and servanthood when dealing with cultural differences in their own community: “Give no offense to Jews or to Greeks or to the church of God, just as I try to please everyone in everything I do, not seeking my own advantage, but that of many, that they may be saved” (1 Cor. 10:32-33). At SPCS, we seek to embody a form of classical Christian education that is shaped by this Pauline model and exhortation. Because we are a *classical* school, we value and teach the best cultural contributions of

Western civilization. However, since we are a classical *Christian* school, we acknowledge that every culture is being judged and redeemed by Christ and therefore commit to learn from and critically evaluate the contributions of cultures within the Western tradition that are sometimes marginalized in classical curricula. We also seek to contextualize the gospel in a way that is shaped by Christians from the diverse cultures represented by our community. Given the demographics of southwest Oklahoma City, this includes intentionally teaching and valuing the art, literature, history, and theology represented in Latino, African American, and Native American cultures, which both contribute to and constructively challenge the mainstream of the Western tradition.

5. Building long-term relationships between Christians, churches, and organizations with different demographic makeups

A venture like SPCS requires collaboration between Christians and congregations from a variety of communities and cultures. In particular, we believe that rich and poor Christians from every ethnicity have a great deal to teach and learn from one another. For this reason, we seek to cultivate long-term, mutually edifying relationships among a diverse array of churches, individuals, and organizations within and outside southwest Oklahoma City. These relationships will, in turn, help us to empower indigenous leaders, pursue reconciliation, and bear faithful witness to the unifying power of the gospel of Jesus Christ.

### *Education at St Paul's*

Every educational institution, whether public or private, relies, either implicitly or explicitly, on foundational assumptions about human nature, the meaning of a good life, the purpose of education, and the relation of curriculum to stated educational goals. For many, education's aim is to fill the minds of students with information in order that they may become productive citizens. Curriculum is designed for just such a venture, a curriculum that shapes students toward a certain vision of a good life, usually something along the lines of 'The American Dream'. Classical Christian education seeks to give students something deeper than job skills or information about subjects or citizenship lessons. It is not because these products of education are wrong—a classically educated child will excel in all these areas. Rather, St Paul's seeks to provide nothing short of an holistic education, which recognizes the full humanity of each children. An education which provides the means necessary for the growth of such children into a full, virtuous humanity, empowering them to participate in the building of Christ's kingdom. We hold that an excellent education doesn't merely *inform* children, an excellent education *forms* children. It is the conviction of St Paul's that students are created in the image of the triune God, that a good life consists in loving God and neighbor, that the purpose of education is to enable students to attain such a life of love and that a classical Christian education equips children to accomplish this end. In short, a classical Christian education at St Paul's offers students a mind enlightened by truth, an imagination filled by beauty and affections formed by goodness, all of which affords students the opportunity to live a good life by embodying a love of the Father, the Son and the Holy Spirit, as well as their neighbor for the good of the kingdom.

### *Classical Education at St Paul's*

Finding roots in ancient practices, St Paul's joins a centuries-old tradition of educational practice, delivering a unique schooling option for children of southwest Oklahoma City. Classical education primarily concerns itself with the cultivation of wisdom in students in order that they may acquire the skills necessary to remain life-long lovers of truth, beauty and goodness wherever it may be found. St Paul's, as a classical Christian school, maintains that the trivium forms the core of an excellent philosophy of education. Constituted by the three liberal arts of grammar, dialectic and rhetoric, the ancient wisdom of the trivium structures the methods of education, guiding not only *what* we teach, but also *how* we teach. The trivium serves as much as a method as a curricular content. Such an education seeks to introduce students to the best books of a culture, handing down the beauty and wisdom of the past for growth into the future. We believe that along with traditional subjects of study (e.g., algebra, history and biology), the arts and the gymnasium form a crucial piece of our curriculum, not merely enlivening the affections and imaginations of students, but strengthening their bodies as well. Classical Christian education is language-intensive which involves introducing students to the study of Latin, from which most modern languages derive and from which study students develop broader thinking skills necessary to successful interaction with God's good world. Similarly, the formal study of logic in the middle school years and the formal study of rhetoric in the high school years round out a vision of education that equips students to fare well in their cultures. Traditionally four further arts, astronomy, music, mathematics and geometry, known as the quadrivium, follow the foundation set by the trivium arts. Taken together these seven liberal arts encompass a foundational curriculum, enabling students to master not just great works of art, literature and Scripture but also chemistry, biology and calculus.

The Trivium offers, not simply the subjects of grammar, logic and rhetoric, but a method of study of each subject area taught at St Paul's. Each subject contains a grammar (truths to be known), a dialectic (connections to be understood), and a rhetoric (wisdom to be expressed). Thus, emphasis is given to each of these three aspects when studying everything from Latin to Logic, from Physics to Philosophy, from Scripture to Science. Further, a classical education conceives each topic of study as depending on others. There are no stand-alone topics; rather, each piece fits into a larger whole. All subjects integrate, uniting truth in as yet unknown ways. History, therefore, is taught alongside mathematics, proper sentence syntax side-by-

side with Paul's missionary journeys. Subjects are not kept separate from one another; all are invited to join together in Christ's beautiful tapestry of truth, beauty and goodness.

St Paul's curriculum reflects this deep interconnection between knowledge, understanding and wisdom, between truth, beauty and goodness, between faith, hope and love. Developing a sense of the interrelated nature of all truth, beauty and goodness is a key ingredient in any educational story. Shaping a student's affections rightly orders her vision of God's good world, enabling her to truly understand these connections and embody them in her very life for the love of God and of her neighbor.

A classical education begins in wonder and the expanding of the imaginative world of children. So doing puts them in the way of participation in truth. Learning the great truths of God's world through chanting, singing, and play enliven the imaginations and creativity of children. Primed to receive vast amounts of truth, students readily participate in truth through hands-on, incarnational learning, via embodied exploration of the world. Such participation in truth via imaginative wonder must deepen a vision of the grand connectedness of all truth. The faculty of the understanding is the place where this connectedness lives and a proper pedagogy will strengthen this in students. As students grow, classical pedagogy demonstrates more fully, that all knowledge belongs to a more cohesive whole, a whole which comes into focus only in light of the truths learned. No truth may be understood on its own but finds meaning ultimately in relation to other truths. A further feature of classical education involves training students to live out truth and understanding in wisdom, in order that they may become influential in their communities. Students develop skill in expression, able to rightly discern between good and evil in order that they may lead their communities well. The hope of St Paul's is to produce students capable of implementing a vision of their place in the kingdom of Christ for the good of Others.

#### *Christian Education at St Paul's*

While a classical approach to teaching proves to be most successful, it cannot do this of its own accord. It must find its completion in a Christian vision of knowledge, understanding and wisdom and the theological virtues of faith, hope and love. This is so because only in Christ is the integration sought by classical education possible. St Paul's sees all of education as finding its home in the integral unity of the Triune God. All truth, beauty and goodness, is bound up in the Risen Christ in whom are hidden all knowledge, understanding and wisdom. He who united heaven and earth in his Incarnation reveals the Father through the Spirit orienting the hearts of children to truth, beauty and goodness. He who was raised to sit at the right hand of the Father, who sent His Spirit now recreates all things, including our students in order that they may come to know His Word and world aright. Without this grounding in the redemption of Christ, education may not accomplish what it ought, namely, freeing students to pursue the good of Others for Kingdom of God. The fear of the triune God revealed in Christ, as the Scriptures proclaim, is the beginning of knowledge, understanding and wisdom. This fear consists partly in becoming the kinds of humans with the virtues of faith, hope and love, all of which must be allowed to form students in order for education to succeed. St Paul's therefore seeks to root our students and our subjects in the biblical story of creation, fall, and redemption. All things were created good and, though all were stained at the fall of mankind, these good things remain worthy of our sustained study especially in light of the coming of the true Man, the Incarnate Christ, who cleanses all from that stain, renewing them all. This story of the Triune God re-creating a good world twisted by evil, provides the framework through which we approach our children and the subjects taught to them. St Paul's seeks to take part in this reclamation project, leading students into kingdom work and into places in need of the Risen Christ's redemptive light. Nothing short of this produces true education.

A more thorough overview of classical Christian education along the lines of that adopted by St Paul's may be found at [classicalsubjects.com/resources/ICE.pdf](http://classicalsubjects.com/resources/ICE.pdf).

## Statement of Faith

St. Paul's Community School is committed to the historic Christian faith, which affirms that God is a Trinity of three persons: Father, Son, and Holy Spirit. We worship the Triune God as Creator, Lord, and Redeemer. Our faith informs all that we teach and do. The ability to learn about God's creation, and to delight in such learning, is among the greatest blessings God has bestowed on us. Our goal is to train students to view learning in this way.

### NICENE CREED

St. Paul's finds its doctrinal unity in the beliefs articulated in the Nicene Creed. This rule of faith is an ancient confession common to the major historic Christian traditions. The creed may be translated as follows:

We believe in one God, the Father Almighty, Maker of heaven and earth, of all things visible and invisible.

And in one Lord Jesus Christ, the only-begotten Son of God, begotten of his Father before all worlds, God of God, Light of Light, very God of very God, begotten, not made, being of one substance with the Father, by whom all things were made; who for us and for our salvation came down from heaven, and was incarnate by the Holy Spirit of the virgin Mary, and was made man; and was crucified also for us under Pontius Pilate; he suffered and was buried; and the third day he rose again according to the Scriptures, and ascended into heaven, and is seated at the right hand of the Father; and he shall come again, with glory, to judge both the living and the dead; whose kingdom shall have no end.

And we believe in the Holy Spirit, the Lord and giver of life, who proceeds from the Father and the Son; who with the Father and the Son together is worshiped and glorified; who spoke by the prophets; and we believe in one holy catholic and apostolic church; we acknowledge one baptism for the remission of sins; and we look for the resurrection of the dead, and the life of the world to come. Amen.

### SCRIPTURE, SALVATION, AND THE STORY OF REDEMPTION

In addition to these core teachings regarding the Holy Trinity, creation, the incarnation, and the death and resurrection of Jesus Christ, St. Paul's also affirms the following beliefs related to scripture, salvation, and the story of redemption:

All of holy scripture is inspired by God and capable of making humans wise for salvation through faith in Jesus Christ. Because God is faithful and trustworthy, scripture is to be believed in all that it teaches, trusted in all that it promises, and obeyed in all that it commands. Scripture is the final authority for all matters related to faith and practice at St. Paul's.

God graciously offers salvation in Christ to all who turn to him in repentant faith. This salvation involves the redemption of the whole person. Justification is God's gracious and full acquittal of all sinners who repent and believe in Christ, which brings the believer into a relationship of peace and favor with God. Further, God's justifying grace must not be separated from his sanctifying power and purpose. God commands us to love him supremely and others sacrificially, and to live out our faith with care for one another, compassion toward the poor, and justice for the oppressed.

The Bible tells one unfolding story of Creation, Fall, Redemption, and Consummation in which Jesus is the central figure (Genesis 1-2; Luke 24:27; Revelation 21-22). This biblical story of Creation (where we come from and who we are), Fall (what went wrong with the world), Redemption (what God is doing in Christ and

His people to fix the world), and Consummation (the future restoration of the whole of God's creation) encompasses all of reality. It begins with the creation of all things and ends with the renewal of all things. Creation is good and part of God's redemptive plan in Christ (Rom. 8:19-22). Therefore, Christian life cannot be carved into "sacred" and "secular" pieces; rather, all human activity can be offered to God as a sacred act of worship.

This statement of faith does not exhaust the extent of our beliefs. For purposes of St. Paul's Community School's faith, doctrine, practice, policy, and discipline, the board of directors in concert with the historic teachings of the Church are the school's final interpretive authority on the Bible's meaning and application.

#### UNITY, LIBERTY, CHARITY

St. Paul's Community School recognizes that our students come from a variety of churches and denominations, and we respect the roles of parents, churches, and pastors to instruct children on those matters of faith about which Christians of goodwill disagree. If such matters ever come up in the course of normal classroom instruction, we seek to uphold the principle: In essentials unity, in non-essentials liberty, in all things charity. For the purposes of the school, theological "essentials" are those doctrines specifically affirmed in this statement of faith, which articulates the unifying Christian convictions that undergird our entire curriculum and philosophy of education. With regard to matters not specifically addressed in this statement of faith, our faculty encourages students and their families to engage in respectful dialogue, to learn from one another and from other Christian traditions, and to seek further guidance from their churches and pastors. In everything, we aspire to relate to one another in a way that displays the beauty of God's love for us in Jesus Christ.



## **BYLAWS OF ST. PAUL'S COMMUNITY SCHOOL**

The undersigned, acting as directors of a nonprofit corporation in accordance with the provisions of the Oklahoma General Corporation Act (Title 18, Section 1001), do hereby adopt the following bylaws:

### **ARTICLE I**

#### **Name, Registered Office, and Authorized Agent**

##### **Section 1.1. Name:**

The name of the corporation shall be St. Paul's Community School (hereinafter referred to as "School").

##### **Section 1.2. Registered Office:**

The registered office of the School shall be located at 101 SW 25<sup>th</sup> St., Oklahoma City, OK, 73109. The School may establish or discontinue, from time to time, such other offices and places of business within or without the State of Oklahoma as the Board of Directors deems proper for the conduct of the School's business.

##### **Section 1.3. Authorized Agents:**

The agent authorized to receive service of process shall be the current Chair of the Board of Directors. The Board of Directors is authorized to register the name of the authorized agent with the office of the Secretary of State of Oklahoma, or change the registered agent, by a four-fifths majority vote.

### **ARTICLE II**

#### **Duration of Corporation**

##### **Section 2.1. Duration:**

The School shall be a corporation perpetual in its duration.

### **ARTICLE III**

#### **Mission and Standards**

##### **Section 3.1. Mission:**

The mission of the School is to assist parents in shaping students' minds and affections for truth, goodness, and beauty to the benefit of man and the glory of Jesus Christ.

##### **Section 3.2. Standards:**

The School Standards shall include the Nicene Creed, Apostles' Creed, School Mission Statement (Sec. 3.1), School Statement of Faith, School Educational Philosophy, and School Bylaws. The School Standards, having been adopted by the Board of Directors, will be used as the guiding documents for the School. The School Standards may be amended only by at least a four-fifths vote of the Board of Directors.

**Section 3.3. Purpose:** The Organization is organized exclusively for charitable, religious, educational, or scientific purposes under Section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code.

## **ARTICLE IV**

### **Board of Directors and Executive Committee**

#### **Section 4.1. Composition:**

**A) Definition of a Board Member:** The Board of Directors exists to:

- i) Guide and guard the School's vision, mission, and values;
- ii) Assist the Head of School with strategic planning that helps the School live out its vision, mission, and values;
- iii) Provide financial oversight and accountability;
- iv) Pray for and encourage the Head of School; and
- v) Assist with fundraising and volunteer recruitment.

**B) Membership and Term of Office:** The Board of Directors shall consist of no more than 16 members. Upon founding, initial terms of office shall be staggered over two, three, and four years. Thereafter, terms of office shall be for five years, renewable upon a simple majority vote of the Board. Terms of the directors will run concurrent with the fiscal year. New board members will require a nomination by the school principal or a sitting member and a two-thirds majority vote of the board.

All Executive Committee members shall be members of the Board of Directors.

#### **C) Board Meetings:**

- i) **Quarterly Meetings:** The Board shall meet at least once per quarter. Regular quarterly meetings of the Board of Directors may be held at such times and places as may be determined by resolution of the voting members of the Board of Directors. No public notice shall be required for any regular meeting. When deemed necessary or desirable, a board meeting may be opened to the employees, agents, and parents of children attending the School, in which case the meeting shall be conducted from a pre-published printed agenda, available upon request at least a week in advance of the meeting.
- ii) **Special Meetings:** Special meetings of the Board may be held at a time and place designated by the Board to address such issues as may come before the Board and may be called by the Chair, upon the written request of at least fifty percent (50%) of the voting members of the Board of Directors, or whenever a petition requesting such special meeting, signed by the lesser of forty households or one-fifth of the households of the School's student body population, has been submitted to the Chair of the Board. Notice of any special meeting shall be made no later than three (3) days before the day on which the meeting is to be held. Notice shall be made via telephone, or by written notice delivered via U.S. Mail, email, or fax.

**D) Quorum:** A majority of the total number of voting board members, including at least two Executive Committee members, shall constitute a quorum for the transaction of business. In

the absence of a quorum, a majority of those voting members present (or if only one be present, then that one) may adjourn the meeting, without notice other than announcement at the meeting, until such time as a quorum is present.

- E) Budget Approval:** Before the first day of school, the Board of Directors shall meet to approve the budget for the upcoming school year and other such business of the School.
- F) Proxies:** Proxies may be executed in writing by directors only for specific issues and may be exercised only for the issue specified by the proxy.
- G) Resignation:** Any member may resign at any time by giving written notice thereof to the Chair of the Board. Such resignation shall be effective at the time of its receipt, unless a certain date is specified for it to take effect. Acceptance of any resignation shall not be necessary to make it effective.
- H) Vacancies:** Any vacancy due to a director's action, death, or resignation may be filled by an affirmative vote of a two-thirds majority of the remaining directors, though less than a quorum. Term directors appointed under this provision may serve only for the unexpired portion of the term in question. In all such circumstances, the Board shall keep in view the needs and desires of the ongoing mission of the School.
- I) Removal of Board Members:** Two-thirds of the heads of households of attending students, may petition the Board for removal from the Board of any director whom they believe lacks a basic commitment to the School Standards, the objectives of the corporation, or who lacks a basic prudence and diligence in matters brought before the Board. A brief statement of the facts supporting the petition may accompany any such petition. Following Board review of such a petition, a director may be removed from the Board by a two-thirds vote of the board members not under consideration.
- J) Long-Distance Participation at Meetings:** Members of the Board of Directors or of any committee thereof may participate in a meeting of the Board of Directors or of such committee by means of conference telephone or similar communications equipment by means of which all persons participating in the meeting can communicate with each other. Such participation shall be deemed to constitute presence in person at such meeting.
- K) Closed Session:** The Board may, as circumstances dictate, adjourn to closed session to address spiritual, personnel, or disciplinary concerns.
- L) Board Minutes:** Minutes of all Board meetings shall be maintained by the Secretary of the Board who is also secretary of the Executive Committee. Minutes shall be reviewed and approved by the Board at the following regular meeting.
- M) Board Action:**
  - i) Voting by Members:** Each member shall have one vote. A plurality of the votes cast shall determine all elections and, except when the law requires otherwise, a majority of the votes cast shall determine all other matters.

- ii) The Board of Directors is entitled to receive reports from the Executive Committee and the Principal at quarterly meetings, and to direct policy through them. Unless otherwise specified, a simple majority suffices to initiate or overturn an Executive Committee decision.
- iii) The Board will be considered to have acted when in a duly-constituted Board meeting, a proposal is moved, seconded, and passed by the appropriate majority, entered in the minutes, and duly approved.
- iv) Board discussion, consensus, and debate do not constitute formal Board action, whether oral or written, and shall in no way be counted as such.
- v) No director, officer, employee, or agent of the School may represent anything as being the position of the School unless the position has been duly approved by formal Board action as set forth herein.
- vi) Any action required or permitted to be taken at any meeting of the Board of Directors or of any committee thereof may be taken without a meeting if all voting members of the Board of Directors or of such committee, as the case may be, unanimously consent thereto in writing and the writing or writings are filed with the minutes of proceedings of the Board of Directors or of such committee.

#### **Section 4.2. Executive Committee:**

- A) Membership and Term of Office:** The Executive Committee shall consist of no fewer than three and no more than seven members.

The Executive Committee members will have initial terms of 1-3 years. Subsequently, all terms will be for three years. Upon the expiry of a term, they may be reappointed. A two-thirds majority vote of the board is required for election or reappointment to the Executive Committee.

Committee members whose term ends will remain members of the Board of Directors unless their Board membership expires at the same time.

- B) Committee Meetings:** Executive Committee meetings will be open to all members of the Board of Directors. Regular meetings of the Committee may be held at such times and places as may be determined by resolution of the voting members of the Committee. No public notice shall be required for any regular meeting but the Board Members must be notified.
- C) Vacancies:** Any vacancy due to a committee member's action, death, or resignation may be filled by an affirmative vote of a two-thirds majority of the board, though less than a quorum. Committee members appointed under this provision may serve only for the unexpired portion of the term in question. In all such circumstances, the Board shall keep in view the needs and desires of the ongoing mission of the School.
- D) Action:** The Executive Committee is commissioned by the Board of Directors to direct and supervise school vision, operations, staff, curriculum, and events under the oversight of the Board.

#### **Section 4.3. Board Chairman.**

The chairman or chairwoman of the board shall be the chairman or woman of the Executive Committee. He or she shall be elected to a three year term by a two-thirds majority of the board.

**Section 4.4. Qualifications of Board Members.**

- A) All board members must demonstrate lives of integrity consistent with their Christian profession of faith. They should be members in good standing at a Christian church that upholds the Nicene Creed.
- B) All board members must subscribe to the School Standards laid out in Section 3.2.
- C) All board members must demonstrate expertise valuable to the corporation and a commitment to classical and Christian education as outlined in the School Standards (Sec. 3.2).
- D) Paid employees and agents of the School are excluded from voting membership on the Board.
- E) Spouses shall not be allowed to concurrently serve as board members. Relatives of School employees may serve on the board but will not be allowed to vote on matters for which there is a conflict of interest.

**Section 4.5. Advisory Board:**

Advisory Board members are individuals who are recognized and appointed by a majority vote of the Board of Directors. These individuals form a volunteer, non-governing body, which may be consulted for advice and wisdom. Depending upon the needs of the Board, they also may be charged with various responsibilities, including but not limited to major gift cultivation and fund raising. Any board member or the principal may nominate advisory board members.

## **ARTICLE V**

### **Officers**

**Section 6.1. Designation:**

The School may have such officers with such titles and duties as set forth in these Bylaws or in a resolution of the Board of Directors.

**Section 6.2. Election and Qualification:**

The officers of the School may consist of a Head of School, Secretary, and Treasurer. There also may be any such other officers and agents of the School as the Board of Directors may deem advisable. Officers may be chosen in such manner as is determined by the Board of Directors.

**Section 6.3. Term of Office:**

Each officer may hold office from the time of his or her election and qualification to the time at which his or her successor is elected and qualified, or until his or her earlier resignation, removal, or death.

**Section 6.4. Resignation:**

Any officer of the School may resign at any time by giving written notice of such resignation to the Chair of the Board or to the Head of School. Any such resignation shall take effect at the time specified therein or, if no time be specified, upon receipt thereof by the Chair of the Board or the President. The acceptance of such resignation shall not be necessary to make it effective.

**Section 6.5. Removal:**

Any officer may be removed at any time, with or without cause, by a majority vote of the Board of Directors.

**Section 6.6. Head of School:**

The Head of School shall be the chief executive officer of the School and, subject to the control of the Board of Directors, shall have general and active charge, control, and supervision of all of the business and affairs of the School. The Head of School shall report to the Board of Directors and direct the implementation of the decisions, policies, and procedures established by the Board of Directors. The Head of School shall have general authority to execute contracts and other documents in the name and on behalf of the School, and in general to exercise all the powers generally appertaining to the chief executive officer of a corporation. However, said authorization shall not enable the Head of School to incur indebtedness, or sell or lease real property without the prior approval of the Board of Directors. The Head of School cannot be a member of the Board of Directors.

**Section 6.7. Secretary:**

The Secretary shall attend meetings of the Board of Directors and record votes and minutes of such proceedings, subject to the direction of the Chair of the Board; assist in issuing calls for meetings of directors; keep the seal of the School and affix it to such instruments as may be required from time to time; keep the books and records of the School; attest the School's execution of instruments when requested and appropriate; make such reports to the Board of Directors as are properly requested; and perform such other duties incident to the office of Secretary and those that may be otherwise assigned to the Secretary from time to time by the Chair of the Board.

**Section 6.8. Treasurer:**

The Treasurer shall have custody of all corporate funds and securities, and shall keep (or cause to be kept) full and accurate account of receipts and disbursements in books belonging to the School. The Treasurer shall deposit all moneys and other property in the name and to the credit of the School in such depositories as may be designated by the Head of School or the Board of Directors. The Treasurer shall disburse the funds of the School as may be ordered by the Board of Directors, or the Head of School. The Treasurer shall render to the Board of Directors at the regular meetings of the Board of Directors, or whenever they request it, an account of all his or her transactions as Treasurer and of the financial condition of the School. If required by the Board of Directors, the Treasurer shall give the School a bond for the faithful discharge of his or her duties in such amount and with such surety as the Board of Directors shall prescribe.

**Section 6.9. Other Officers:**

Each other officer of the School shall have such powers and shall perform such duties as shall be assigned in writing by the Board of Directors.

**Section 6.10. Loans:**

No loans shall be contracted on behalf of the School unless authorized by the Board of Directors, but when so authorized, unless a particular officer or agent is directed to negotiate the same, may be negotiated, up to the amount so authorized, by the Head of School or Treasurer; and such officers are hereby severally authorized to execute and deliver in the name and on behalf of the School notes or other evidences countersigned by the Head of School for the amount of such loans and to give security for the payment of any and all loans, advances and indebtedness by pledging or transferring any part or all of the property of the School, real or personal, at any time owned by the School.

## **ARTICLE VI**

### **Indemnification of Officers, Directors, Employees, and Agents**

#### **Section 7.1. Indemnification Other Than in Action by or in Right of School:**

To the fullest extent and in the manner permitted by the laws of the State of Oklahoma and specifically as is permitted under Section 1031 of Title 18 of the Oklahoma Statutes or its successor or any other law which may hereafter be enacted granting to a corporation the powers of indemnification, the School shall indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative, other than an action by or in the right of the School, by reason of the fact that such person is or was a director, officer, employee or agent of the School, or is or was serving at the request of the School as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise against expenses, including reasonable attorneys' fees, judgments, fines and amounts paid in settlement actually and reasonably incurred in connection with such action, suit, or proceeding if he or she acted in good faith and in a manner he or she reasonably believed to be in and not opposed to the best interests of the School, and with respect to any criminal action or proceeding, he or she had no reasonable cause to believe his or her conduct was unlawful. Determination of any action, suit, or proceeding by judgment, order, settlement, conviction, or upon a plea of nolo contendere or its equivalent, shall not, of itself, create a presumption that the person did not act in good faith and in a manner which he or she reasonably believed to be in and not opposed to the best interests of the School, and with respect to any criminal action or proceeding, had reasonable cause to believe that his or her conduct was lawful.

#### **Section 7.2. Indemnification in Action by or in Right of School:**

The School shall indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action or suit by or in the right of the School to procure a judgment in its favor by reason of the fact that he or she is or was a director, officer, employee or agent of the School, or is or was serving at the request of the School as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise against expenses, including reasonable attorneys' fees, actually and reasonably incurred by him or her in connection with the defense or settlement of such action or suit if he or she acted in good faith and in a manner he or she reasonably believed to be in or not opposed to the best interests of the School; except that no indemnification shall be made in respect of any claim, issue or matter as to which such person shall have been adjudged to be liable for negligence or misconduct in the performance of his or her duty to the School unless and only to the extent that the court in which such action or suit was brought shall determine upon application that, despite the adjudication of liability but in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnity for such expenses which the court shall deem proper.

### **Section 7.3. Limitations on Indemnity:**

Any indemnification under the provisions of Section 7.1 or 7.2 above, unless ordered by a court, shall be made by the School only as authorized in the specific case upon a determination that indemnification of the director, officer, employee, or agent is proper in the circumstances because he or she has met the applicable standard of conduct set forth in Section 7.1 or 7.2, as applicable. Such determination shall be made:

- A) By the Board of Directors by a majority vote of a quorum consisting of directors who were not parties to such action, suit or proceeding; or
- B) If such a quorum is not obtainable, or even if obtainable, if a quorum of disinterested directors so directs, by independent legal counsel in a written opinion.

### **Section 7.4. Advance of Indemnification Expenses:**

The School may advance expenses incurred by an officer, director, or employee before final disposition of a civil or criminal action, suit, or proceeding if the Board of Directors (exclusive of any interested directors) determines that the facts then known would not preclude indemnification under section 7.1 and 7.2 above. In addition, the School may only advance expenses after it receives a written affirmation from the person receiving the advance stating that he/she has met the standard of conduct necessary for indemnification under these Bylaws. The written affirmation shall also state that the person receiving the advance will repay the advanced amounts if it is ultimately determined that the person has not met the requirements for indemnification.

### **Section 7.5. Other Indemnification:**

The indemnification herein provided shall not limit the School from providing any other indemnification permitted by law nor shall it be deemed exclusive of any other rights to which those seeking indemnification may be entitled under any bylaw, agreement, vote of members or disinterested directors or otherwise, both as to action in his or her official capacity and as to action in another capacity while holding such office, and shall continue as to a person who has ceased to be a director, officer, employee or agent and shall inure to the benefit of the heirs, executors and administrators of such a person.

### **Section 7.6. Insurance:**

The School may purchase and maintain insurance on behalf of any person who is or was a director, officer, employee, or agent of the School, or is or was serving at the request of the School as a director, officer, employee, or agent of another corporation, partnership, joint venture, trust or other enterprise against any liability asserted against and incurred by him or her in any such capacity, or arising out of his or her status as such, whether or not the School would have the power to indemnify him or her against such liability under these provisions.

### **Section 7.7. Other Entities:**

For the purposes of this section, references to "the School" shall include, in addition to the resulting corporation, any constituent corporation (including any constituent of a constituent) absorbed in a consolidation or merger which, if its separate existence had continued, would have had power and authority to indemnify its directors, officers, and employees or agents so that any person who is or was a director, officer, employee or agent of such constituent corporation, or is or was serving at the request of such constituent corporation as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise, shall stand in the same position under



the provisions of this section with respect to the resulting or surviving corporation as he or she would have with respect to such constituent corporation if its separate existence had continued.

**Section 7.8. Limitation:**

Notwithstanding any of the foregoing, to the extent that indemnification under this Article VII would result in a prohibited transaction or an act of self-dealing under Section 4941 of the Code, such indemnification is prohibited.

## **ARTICLE VII General Provisions**

**Section 8.1. Fiscal Year:**

The fiscal year of the School shall be determined by resolution of the Board of Directors. The operating budget for the following fiscal year shall be submitted to the Board within one month of the beginning of the next fiscal year.

**Section 8.2. Corporate Seal:**

The corporate seal shall be in such form as the Board of Directors may from time to time prescribe and the same may be used by causing it or a facsimile thereof to be impressed or affixed or in any other manner reproduced.

**Section 8.3. Severability:**

The invalidity or unenforceability of any provision hereof shall not affect the validity or enforceability of the remaining provisions hereof.

**Section 8.4. Policy Against Discrimination:**

No person, corporation or organization shall, on the basis of race, color, national origin, age, gender, or physical disability or impairment, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any program or activity sponsored or conducted by the School.

**Section 8.5. Nondiscriminatory Admissions Policy:**

The School admits students of any race, color, national origin, and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to a student at the School. It does not discriminate on the basis of race, color, national origin and ethnic origin in administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school-administered programs.

**Section 8.6. Nondiscriminatory Employment Policy:**

No person shall, on the basis of race, color, national origin, age, gender, or physical disability or impairment, be excluded from consideration for, or continuation of employment at the School. Equal opportunity will be extended to all candidates for employment who share the School standards (see section 3.2).

**Section 8.7. General Employment Policy:**

The School is an at-will employer.

## **ARTICLE VIII**

### **Dissolution and Liquidation**

#### **Section 9.1. Dissolution and Liquidation:**

Upon the termination, dissolution, or final liquidation of the School in any manner and for any reason, the Board of Directors shall first pay or provide for the payment of all liabilities of the School; all remaining assets shall be distributed to one or more tax-exempt organizations that provide or support classical Christian education, which are located within the United States, provided that a strong preference shall be given to qualifying organizations located in the Oklahoma City metropolitan statistical area (MSA), or in the event no qualifying organization can be identified, the remaining assets shall be distributed to a 501(c)(3) organization that supports Christian education, selected by a majority of the Board of Directors.

## **ARTICLE IX**

### **Amendment of Bylaws**

#### **Section 10.1. Amendment of Bylaws:**

These Bylaws may only be altered, amended, or repealed by a four-fifths vote of the Board at the annual meeting, or any regular or special meeting. However, no such amendment shall authorize the Board of Directors to conduct the affairs of the School in any manner or for any purpose contrary to the provisions of Section 501(c)(3) of the Code.

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#### **APPROVED AND ADOPTED**

by the Board of Directors of St. Paul's Community School. - 2017

\_\_\_\_\_, Director

\_\_\_\_\_, Director

\_\_\_\_\_, Director

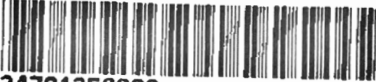
\_\_\_\_\_, Director

09/25/2017 03:09 PM

OKLAHOMA SECRETARY OF STATE



SOS

**CERTIFICATE OF INCORPORATION**  
(Oklahoma Not for Profit Corporation)

34791350002

Filing Fee \$25.00

DATE

Oklahoma City, Oklahoma 73103  
(405) 522-2520

I hereby execute the following articles for the purpose of forming an Oklahoma not for profit corporation pursuant to the provisions of Title 18, Section 1006:

1. Name of the corporation: (Note: The name of the corporation shall contain one of the words **association, company, corporation, club, foundation, fund, incorporated, institute, society, union, syndicate, limited** or any abbreviations thereof, with or without punctuation, which shall be such as to distinguish it upon the records in the Office of the Secretary of State.)

St. Paul's Community School, Inc.

2. **NAME** and the street address of the registered agent for service of process in the State of Oklahoma:

❖ The registered agent shall be the corporation itself, an individual resident of Oklahoma, or a domestic or qualified foreign corporation, limited liability company, or limited partnership.

St. Paul's Community School Inc. 101 SW 25th St Oklahoma City Oklahoma 73109 Oklahoma

Name	Street Address	City	State	Zip Code	County
St. Paul's Community School Inc.	101 SW 25th St	Oklahoma City	Oklahoma	73109	Oklahoma

(P.O. BOXES ARE NOT ACCEPTABLE)

3. In the event the corporation is a **CHURCH**, the street address of its location in Oklahoma:

101 SW 25th St Oklahoma City Oklahoma 73109

Street Address	City	State	Zip Code
101 SW 25th St	Oklahoma City	Oklahoma	73109

(P.O. BOXES ARE NOT ACCEPTABLE)

4. Duration of the corporation is perpetual, unless otherwise stated: \_\_\_\_\_

5. Nature of the business or purposes for which the corporation is being formed:

❖ It shall be sufficient to state, either alone or with other businesses or purposes, that the purpose of the corporation is to **engage in any lawful act or activity for which corporations may be organized under the general corporation law of Oklahoma.**

The purpose of the corporation is to engage in any lawful act or activity for which corporations may be organized under the general corporation law of Oklahoma.

**RECEIVED**SEP 25 2017  
(SOS FORM 0009-07/12)

OKLAHOMA SECRETARY

6. This corporation does not have authority to issue capital stock.
7. This corporation is not for profit, and as such the corporation does not afford pecuniary gain, incidentally or otherwise, to its members.

8. Number of trustees or directors to be elected at the first meeting: 4

❖ There must be at least one (1) trustee or director elected.

9. Names and mailing addresses of each person who will serve as a trustee or director:

❖ There must be at least one (1) trustee or director.

Name	Mailing Address	City	State	Zip Code
John-Mark Hart	609 SW 40th St	Oklahoma City	OK	73109
CHAUNCEY A. SHILLOW	2 SW 65TH ST.	OKLAHOMA CITY	OK	73139
David K. Anderson	324 Cate Center Dr., Lawson 100, Norman, OK	Norman	OK	7307
Josh Spears	4104 Red Apple Terr	Moore	OK	73160

10. Names and mailing addresses of the undersigned incorporators:

❖ There must be at least three (3) incorporators.

Name	Mailing Address	City	State	Zip Code
John-Mark Hart	609 SW 40th St	Oklahoma City	OK	73109
CHAUNCEY A SHILLOW	2 SW 65TH ST.	OKLAHOMA CITY	OK	73139
DAVID K ANDERSON	324 CATE CENTER DR, LAWSON 100, NORMAN, OK	NORMAN	OK	7307

11. E-MAIL address of the primary contact for the registered business:

johnmarkccc@gmail.com

The certificate of incorporation must be signed by all incorporators stated within article #10.

- Signature of Incorporator: [Signature] Dated: 9/24/17
- Signature of Incorporator: Chauncey A Shilow Dated: 9/24/2017
- Signature of Incorporator: David K Anderson Dated: 24 Sept 2017

OFFICE OF THE SECRETARY OF STATE



**NOT FOR PROFIT  
CERTIFICATE OF INCORPORATION**

*WHEREAS, the Not For Profit Certificate of Incorporation of*

**ST. PAUL'S COMMUNITY SCHOOL, INC.**

*has been filed in the office of the Secretary of State as provided by the laws of the State of Oklahoma.*

*NOW THEREFORE, I, the undersigned, Secretary of State of the State of Oklahoma, by virtue of the powers vested in me by law, do hereby issue this certificate evidencing such filing.*

*IN TESTIMONY WHEREOF, I hereunto set my hand and cause to be affixed the Great Seal of the State of Oklahoma.*



*Filed in the city of Oklahoma City this  
25th day of September, 2017.*

A handwritten signature in black ink, appearing to read "Dan Lopez", is written over a horizontal line.

*Secretary of State*

# **Operations**

## **Start-up Plan**

St. Paul's Community School plans to open up with grades Pre-K- 1<sup>st</sup> grade in fall 2019. Each year a grade will be added until SPCS reaches eighth grade.

## **Operating Agreement**

St. Paul's Community School is a Founder School with Spreading Hope Network. SHN provides guidance in developing the SPCS business plan, fundraising benchmarks and strategies, academic and operations review, critical steps timeline, and hiring and training. See "Founders Consulting Addendum."

## **Timeline and Tasks**

See "Critical Steps Timeline" below.

## **Parental Involvement**

See "Parent Requirements" and "Family Covenant" below.

## **Staff Development**

Staff development will take place throughout the year (see school calendar for dates). Development will take place to support and develop whole staff growth and individual growth as specific areas of strength and weakness are identified during teacher evaluations.

## **Student Information System**

During the first 1-3 years, the SPCS student information tracking will happen in excel. Teachers will track grades and attendance in an excel sheet for their class and submit reports to the Head of School. All students will also have hard files where report cards, shot records, etc. will be kept for convenient reference. After the third year or once the school grows beyond the capacity for excel SPCS will begin using a student information system such as Renweb or Powerschool.

## **Class Schedule**

(PreK-1st)

- 7:30-8 - Breakfast
- 8:00-8:30 - Matins
- 8:45-11:30 - Academic Instruction o 11:45-1:00 Lunch and recess
- 1:00-2 - Naptime (PreK)
- 1:00-3 - Academic Instruction
- 3:15 - Dismissal

**Special Education**

See Personnel section “Special Education Services.”

**Transportation**

All families will be required to arrange transportation for their children to and from school.

**Child Nutrition**

SPCS will work with a vendor to provide nutritious meals for breakfast and lunch for all students. Upon accreditation SPCS will apply for the USDA Child Nutrition Program.



# Founders Consulting Addendum

Prepared for: St. Paul's Community School

Prepared by: Dan Olson, Executive Director

February 5, 2019

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## ST. PAUL'S COMMUNITY SCHOOL PROPOSAL FROM SPREADING HOPE NETWORK

### ADDENDUM OVERVIEW:

St. Paul's Community School ("Client") would like to engage Spreading Hope Network to school start-up consulting support, with a focus on fund development, school operational support. In addition to the \$12,000 already owed for services rendered June-November 2018; client agrees to pay an additional service fee of \$7,500 (\$750/month) for 10 months (Feb 1-November 31, 2019)

**Contingency:** Client must have reached cumulative gifts and intentions of \$200K by November 31, 2019 for Educational Consultants to receive full retainer fee of \$19,500; if intentions and gifts cumulative goal of \$150K is reached by Nov. 31, a reduced retainer of \$5,000 (\$17,000 in total) will be due to Educational Consultants). If less than \$125K has been committed, only an additional \$500 (\$13,000 in total) service fee will be due; client will remain responsible for any travel expenses (see 2.4) incurred by Educational Consultants.

### PROPOSED SERVICES:

The proposed set of consultation services will take place in February 7-November 31, 2019

Activity	Duration
<b>Business &amp; School Development</b> — Advise client in developing business plan, establishing business management processes, and start-up work related to fund development, academic planning, marketing and communication strategies to identify prospects for target families and staff; and advice through to launch.	February-November, 2019
<b>Inspire Support</b> — Advancement coaching and goal setting for investor meetings, timetable setting for April/May inspire event. Supplemental vision-casting upon request (e.g. student testimony).	February-November, 2019
<b>Academic Leadership</b> — Provide client with specific counsel on academic direction on curriculum and assessment, as determined by client, and also will provide counsel on classroom management, and establishing a healthy school culture, including training with teachers in advance of launch.	February-November, 2019
<b>Critical Steps Timeline</b> — Assist with developing and managing staying in step with a Critical Steps Timeline through to launch	February-November, 2019

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## SPREADING HOPE NETWORK

<b>School Documents</b> — We will gather and provide client with sample school documents adapted from Hope Academy that can be adapted and utilized as needed by client.	February-November, 2019
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## SIGNATURES

The signing of this page signifies **St. Paul's Community School's** acceptance of the terms for this educational consultancy services proposal addendum, and will treat it as a contract. The signing of this contract certifies that **St. Paul's Community School**, or its Board, has or hopes to have the financial strength to pay the fees called for in the 5.21.2018 contract program (see 2.1d) and will comply with agreement as outlined in the addendum above. SHN will commit the time and energy needed to assist client on the work and services described.

FOR THE CLIENT:

Signature Morgan D Shillow

Print Name Morgan D Shillow

Title Head of School

Date 2/8/19

St. Paul's Community School

Oklahoma City, Oklahoma

FOR SPREADING HOPE NETWORK:

Signature [Signature]

Print Name Daniel Olson

Title Executive Director

Date 2/5/2019

SPREADING HOPE NETWORK

902 Franklin Terrace

Minneapolis, MN 55406

612-203-8540

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[illegible]



## **Parent Requirements**

Part of the remarkable education your student receives requires you to be an active part of their success. Together as St. Paul's teachers, staff, and parents we must model biblical accountability! St. Paul's parents / guardians are required to participate in the following events:

- Parent Orientation (Summer)
- Teacher Home Visits (Fall)
- Parent Involvement Days (Fall & Winter)
- Parent-Teacher Conferences (Fall & Winter)
- Family Tuition Conferences (Spring)
- Volunteer at any two all-school events (Examples include: School Christmas Programs, Creative Expression Night, All School Picnic)

## **Family Covenant**

We ask parents/guardians of students at St. Paul's Community School to renew each year the promises they made in signing our Family Covenant. Below is our Family Covenant that we partner with families in upholding:

In recognition of the promises of St. Paul's to provide your child with an outstanding Christ-centered education, and that my child's success in school depends largely on my support and involvement:

- I accept the school's mission statement, beliefs, and strategies of education that are in accordance with the Word of God and Biblical virtues.
- I agree to support the school in upholding its rules and policies as outlined in the appropriate Parent-School Handbook. As a parent, I am responsible for the behavior and actions of my child.
- I agree to participate in mandatory parent activities, including a Fall Parent Orientation, two Parent Involvement Days, two parent-teacher conferences and volunteer service during the year.
- I agree to pay the "Fair Share" portion of my child's tuition that has been mutually agreed upon by parent and the school.
- I agree to provide a supportive, educational environment for my child, which includes:
  - I will make sure my child arrives at St. Paul's every day by the start of school (Mon.-Fri.)
  - I will make sure my child follows the St. Paul's dress code.
  - I will ensure that my child attends the St. Paul's Summer Session
  - I will check my child's homework every night, try to read with him/her every night, and limit the amount of television he/she watches.

Failure to adhere to these commitments can cause my student to lose various privileges and can lead to my child's removal from St. Paul's Community School.

# ST. PAUL'S COMMUNITY SCHOOL // 2019-2020 Calendar

Grades preK-1 and adding a grade each year **RED dates = required for all parent/guardian(s)**

## AUGUST 2019

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

## AUGUST

1-25 = Summer Break

22 = Parent Opening Convocation, 7pm

26 = First Day Classes (Gr. preK-1)

## FEBRUARY

13 = Parent-Teacher Conf. (pm)

14 = No School - Parent-Teacher Conf.

17 = No School - Presidents Day

## FEBRUARY 2020

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

## SEPTEMBER 2019

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

## SEPTEMBER

2 = No School - Labor Day

## MARCH

6 = No School - Staff Development

26 = Quarter 3 Ends

27 = No School - Records Day/Staff Development

30 = Quarter 4 Begins

## MARCH 2020

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

## OCTOBER 2019

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

## OCTOBER

8-9 = NWEA MAP Testing

16-18 = No School - Home Visits

26 = Parent Involvement Day, 9am-12pm

31 = Quarter 1 Ends

## APRIL

6-10 = No School - Spring Break

10-13 = No School (Good Friday/Easter weekend)

21-22 = Tuition Conferences

23 = Admission Night

28-29 = NWEA MAP Testing

## APRIL 2020

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

## NOVEMBER 2019

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

## NOVEMBER

1 = No School - Staff Development & Records Day

4 = Quarter 2 Begins

25-26 = No School - Parent-Teacher Conferences

27-29 = No School - Thanksgiving Holiday

## MAY

4 = No School - Staff Development

7 = Partner Day

25 = No School - Memorial Day

28 = PreK Graduation

22 = Last Day of School

## MAY 2020

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

## DECEMBER 2019

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

## DECEMBER

12 = Christmas Program, 7pm

22-31 = No School - Christmas Break

## JUNE

1 = Last Day of School

4-7 = No School

8 = Summer Session Begins\*

8-30 = Summer Session

23 = Admission Open House, 11am-12:30pm

\*Reminder\*: Summer Session is **mandatory** for all students!

## JUNE 2020

S	M	T	W	T	F	S
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

## JANUARY 2020

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

## JANUARY

1-5 = No School - Christmas Break

6 = Classes Resume

18 = Parent Involvement Day, 9am-12pm

20 = No School - Dr. Martin Luther King, Jr. Holiday

22 = Quarter 2 Ends

23-24 = No School - Staff Development & Records Day

27 = Quarter 3 Begins

## JULY

1-2 = Summer Session

2 = Last Day Summer Session

9-31 = Summer Break

## JULY 2020

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

# **Personnel**

## **Hiring Policies and Procedures**

Employment at St. Paul's Community School is open to qualified individuals who are Christians of good character, without regard or reference to race, gender, national or ethnic origin, color, age, or disability. SPCS is a religious educational ministry, permitted to discriminate on the basis of religion. All prospective and current employees must agree with SPCS's mission statement, and they must be willing to conduct their lives in conformity with the school's statement of faith and the school's declaration and agreement to ethical and moral integrity.

## **Recruitment**

The board and head of school are actively recruiting teachers and administrators from within their educational, faith, and community networks. The process of hiring involves submitting an application, being invited to a phone interview, then invited to an in person interview, and then successful applicants will be offered a teaching contract. See “Staff Recruitment” below.

## **Employee Contracts**

These are called our Staff Service Agreements and will include the following

- All full-time teachers are expected to be at school and ready to meet for morning devotions by 7:30a.m. each day.
- After school, teachers should stay until at least 3:30 pm. Expectations for full-time teachers include the following commitments, unless specifically worked out otherwise with an administrator:
  - 166-168 Regular School Days; 2 Saturday School Days; 16 Summer School Days (generally 5 hour days); 9-10 Training and Staff Development Days; the fall Parent Orientation and Open House nights; 3 Home Visit Days; and 4 Parent-Teacher Conference Days. In Addition, all full-time faculty must attend their school's Christmas Program and Creative Expression Night.

## **Job Descriptions**

See attached job descriptions for Head of School, Director of Advancement, Teachers and Family Liaison.

## **Roles and Responsibilities**

See job descriptions below

## **Additional Duties**

All personnel will work together to provide the support systems that enable a school to function safely. These systems include carpool, light cleaning, lunch and recess duty, and other appropriate tasks as directed by the head of school.

## **Staff Evaluations**

See “Staff Evaluations” below.

## **Library Plan**

See “Library Plan” below.

## **Counseling Services**

SPCS will not provide counseling services but will connect families to other local schools and counseling services to provide support for their students in this area.

## **Special Education Services**

See “Special Education Services” below

## **Volunteers**

All volunteers will be required to pass a background check and complete a SPCS volunteer training. Volunteers at SPCS may help with, but not be limited to the following needs:

- Building maintenance - painting, arranging furniture, upkeep, etc.
- Fundraising events - Serving food, event logistics, greeters, etc.
- Student mentors and reading buddies/before and after school care
- Recruitment - canvassing neighborhoods, aiding with events, printed materials

## SPCS STAFF RECRUITMENT

Recruitment plans for administrators, teachers, and aides, including listing partner organizations for human capital development;

Outstanding team members at St. Paul's Community School will have a deep faith commitment and missionary mindset as well as the skills necessary to be successful in their role. Launch year hiring will begin in February, 2019. All subsequent hiring for teachers and new positions will begin in November each year and will be the priority of the school leader until all positions are filled. In addition to posting open positions with teaching colleges, associations like ACSI, and programs like Teach for America, St. Paul's will rely heavily on connections to Christians who may know teachers who are looking for a school where they can practice their faith and teach in a supportive environment. We are blessed with established and newly forming relationships with the following church communities:

- Christ Community Church
- Hope Community Church
- Western Hills Church
- Council Road Baptist Church
- Bridgeway
- City Pres
- Crosstown

SPCS is developing relationships with the following colleges and will begin attending educator hiring fairs during the spring of the hiring year:

- The University of Oklahoma
- The University of Central Oklahoma
- Oklahoma City Community College
- Oklahoma City University
- Southern Nazarene University



## DIRECTOR OF ADVANCEMENT- Draft Job Description / Adapted from Hope Academy

**Department:** Advancement  
**Reports To:** Head of School

### SUMMARY

The Director of Advancement represents the ministry of St. Paul's Community School to a portfolio of primarily major donors. The focus is on building long-term relationships that invite people into meaningful partner giving relationships that supports the students of Faith Academy. This person also proactively manages a cycle of development events designed to increase the number of current major and mid-major donors within the local region.

Works out of the school and is a Leadership Team member of the staff. Participates and helps lead meetings and trainings with teachers and staff. **Travels locally and regionally as needed.**

**ESSENTIAL DUTIES AND RESPONSIBILITIES** include the following. Other duties may be assigned.

#### Event Planning & Management (20%)

1. This person also proactively manages a cycle of development events — point of entry tours, cultivation events (Partner Days), and an annual ask event — designed to engage current supports in inviting friends and connections to learn about and get involved in giving to Faith Academy. This person will be responsible for setting goals for new guests as well as tracking cumulative giving to the annual fund for the school.

#### Mid-Major to Major Donors in Region (80%)

Focuses on existing major and mid-level donors who currently give to the school, in partnership with the Head of School. These donors are typically individuals who give to sponsor a student or give regularly in other ways.

1. Formulate individualized engagement strategies designed to intentionally strengthen and advance each donor relationship.
2. Personally engage each donor utilizing phone, email, mail and other non-face-to-face interactions to:
  - i. **Thank well** -- provide timely and personal acknowledgement of all significant giving, and expressing appreciation for financial and prayer support.
  - ii. **Report well** -- provide personalized reports at least annually showing the impact of donors' giving and the value of partnership. Deliver according to donors' preferred mode and frequency.
  - iii. **Update and educate** -- Share what God is doing through Faith Academy and in the lives of the students at the school.
  - iv. **Show opportunities for partnership** -- invite people into meaningful partnership through new giving opportunities that align their ministry passions with Faith Academy.
  - v. **Serve donors** -- serve as personal point of contact for all requests, questions, account maintenance inquiries.
  - vi. **Donor ministry** -- Connect on a spiritual level; encouraging walk with the Lord, praying with and for them, and incorporating principles of Biblical stewardship and generosity as appropriate.

### SPECIFIC RESPONSIBILITIES

- Maintain a strong Christian witness and humble spirit to colleagues and all constituent groups.

- Remain updated on Christian education and urban ministry issues, and local items that may affect students and families of St. Paul's Community School.
- Maintain ongoing awareness of new and current donor giving activity.
- Accurately document all donor contact and information into donor database.
- Report donor engagement activity and outcomes monthly to the Head of School.
- Participate in weekly meeting with the Head of School and Board Members as needed.
- Grow the donor base by discovering and developing new major donor partnerships through intentional networking and research.
- Work with administrative staff to ensure swift facilitation of gifts, including stock transfers and other planned giving options as directed by donors.

## **SUPERVISORY RESPONSIBILITIES**

This job has no supervisory responsibilities.

## **QUALIFICATIONS**

Must have a deep and mature relationship with Jesus Christ, be willing to share that journey in building relationships with donors, and have a passion for theological study, and seeing the gospel reach all areas of people's lives. Must also have a passion for the cause of urban ministry and Christian education. Must have the highest personal integrity, be a self-motivated, disciplined, and proactive worker, possess a high relational/emotional intelligence, excellent communicator, value confidentiality, and be a team player who builds trust and credibility within St. Paul's Community School and outside of the ministry. The requirements listed are representative of the knowledge, skill, and abilities required. Compliance with all policies and procedures of St. Paul's Community School as set forth in the *Policy Manual* is required at all times.

## **TRAVEL**

Travel requirement will mostly be local donor appointments, including utilization of your own vehicle (reimbursed at 0.45/mile), but may also include 10-20 nights away for donor meetings. In addition to traveling locally and regionally to meet with donors, this may also include one professional development trip and other travel as deemed necessary.

## **EDUCATION and/or EXPERIENCE**

Must be a proven self-starter with successful track record of developing relationships with high capacity individuals. The ideal candidate will have 3-5 years in a development role and experience in raising \$1 million or more annually through major and mid-level donor engagement, and possess refined development and communications skills. Computer and database proficiency required. Bachelors' Degree with four years of experience or equivalent combination of education and experience required. Twelve credit hours of college-level Seminary or Biblical studies are preferred.

## **LANGUAGE SKILLS**

Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups of managers, clients, customers, and the general public.

## **OTHER SKILLS**

Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, and use data management software effectively.

## **REASONING ABILITY**

Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

### **PHYSICAL DEMANDS**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to sit. The employee frequently is required to talk or hear. The employee is occasionally required to stand; walk; and use hands to finger, handle, or feel. The employee must occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, peripheral vision, and ability to adjust focus.

### **WORK ENVIRONMENT**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually moderate.

### **EVALUATION**

The Director of Advancement will be evaluated by the Head of School annually.



**ST. PAUL'S**  
COMMUNITY SCHOOL

## **Family Liaison & Office Manager**

**July 2019**

- Responsible for office functions through a range of financial, administrative and managerial tasks.
- Answers the school phone and welcomes visitors on site.
- Helps with setting up office infrastructure and systems.
- Manages school attendance & other daily duties.
- Works alongside teachers to assess all new students to determine readiness and placement in appropriate grade levels.
- Works alongside Head of School to offer and coordinate spiritual growth and needs meeting opportunities for families.
- Ensures proper paperwork and files exist for each student enrolled.
- Translates school documents and market materials into Spanish.
- Conducts prospective student open houses on a monthly basis.

### **REQUIREMENTS**

- Bilingual
- Organized
- Good communication
- Patient
- Christian
- Learner

## HEAD OF SCHOOL — Draft Job Description / Adapted from Hope Academy

- I. The role of the Head of School fits into main categories:
  - A. As advisor to the Board
  - B. As professional leader of the staff
  - C. As representative of the school to the community
- II. Administrative Requirements
  - A. To administer the school from a biblical perspective, even as the teachers must teach from a biblical perspective
  - B. To require that all of the work be accomplished within the ethical standards of the Bible
  - C. He or she must prayerful and sensitive to God, and take care to see his or her job day by day from the spiritual perspective
- III. The Administrator must be responsible for the school as a whole, and more specifically, as follows:
  - A. General
    - 1. To develop, and to maintain a school which is thoroughly Christ-centered
    - 2. To be the legally responsible head of the school
    - 3. To develop, and to maintain a school which is academically sound for the student body that it serves
    - 4. To assume responsible leadership of the school and its program
  - B. Instructional Responsibilities
    - 1. To provide instructional leadership in collaboration with others
    - 2. To lead the faculty in continuous curriculum development
    - 3. To see that the school is well equipped and well supplied to provide quality education
    - 4. To develop a sound program for the spiritual and academic in-service growth of the faculty
    - 5. To be the agent of educational change and innovation
    - 6. To develop a quality co-curricular activities program
    - 7. To work with the faculty continuously to refine the aims and objectives of Christ-centered education
    - 8. To lead faculty meetings
    - 9. To see that scheduling is done thoughtfully and efficiently
  - C. Development
    - 1. To seek the Lord daily to identify of the school's problems, and for their solution.
    - 2. To keep abreast of the major current trends in education in general and in Classical Christian education in particular
    - 3. To support the Board's plan for the development of the school
    - 4. To provide specific information for long-range planning
    - 5. To serve as the educational consultant to the Board by providing information and counsel on all of the school's educational problems and procedures

6. To lead the faculty in identifying and solving the school's educational problems
7. To take the lead in finding and enrolling qualified students
8. To determine the best guidance program for the school

#### D. Supervision

1. To supervise the faculty and staff
2. To organize, motivate, and manage the faculty and staff to attain the objectives of the school.
3. To supervise the instructional process so that teachers and students are inspired to reach their full potential
4. To relate and enforce discipline, both behavioral and mental.
5. To see that the building and grounds are maintained properly.
6. To maintain inventories of books, equipment, furnishings, etc.
7. To cultivate healthy relationships with families and to supervise teachers as they do the same.
8. To supervise reporting to parents about their children and about the school.
9. To see that student placement is done well.
10. To ensure student records are adequate, accurate, and administered legally.
11. To lead the school's gospel witness to the community.

#### E. Personnel Administration

1. To recruit a quality faculty and staff
2. To promote the professional growth of the faculty and staff
3. To evaluate personnel periodically
4. To handle grievances of personnel
5. To bring discipline problems to the Board when necessary
6. To address school policies on salary, fringe benefits, and retirement
7. To be responsible for the health and safety of the students, faculty, and staff during school activities
8. To be the center of communication between the Board and the faculty/staff.
9. To pray for school personnel

#### F. Finance

1. To oversee the business procedures of the school
2. To work with and give direction to the Director of Advancement in obtaining the funds necessary to implement the educational program of the school
3. To work with and give direction to administrative assistant(s) in administering the finances
4. To communicate the purchasing policies to the staff
5. To approve educational expenditures within the budget

#### G. Community Relations

1. To develop a quality public relations program
2. To establish and to keep right relationships with the state agency to which the school is responsible

3. To maintain an active relationship with the local schools, churches, and ministries
4. To represent St. Paul's on a variety of neighborhood and other related boards or committees when appropriate

#### H. Board Relations

1. To serve as the head of the school, and attend all meetings of the Board
2. To develop of administrative principles and procedures for implementing Board policies (The Board makes policy and the administrator carries out the policy.)
3. To serve as an ex-officio member of Board committees.
4. To advise the Board of problems arising which are not covered by policy statement and of any irregularity developing in the administration of policy
5. To make personnel recommendations.
6. To perform such other duties as may be determined by the Board
7. To make curriculum and assessment recommendations

#### VI. Evaluation

The Head of School will be evaluated by the Board of Directors Executive Committee annually.

## **St. Paul's Teacher Descriptions**

St. Paul's is seeking to fill the following positions for the 2019-2020 school year

Pre-Kindergarten  
Kindergarten  
First Grade  
Classroom Assistant

### ***St. Paul's teachers lead as Christians.***

- Teachers must confess the Nicene Creed and be able to articulate a biblical worldview.
- Teachers should model Christian character, exhibiting humility and grace in leading the classroom. Model and instruct wisdom, virtue, and compassion, and repentance.
- Teachers will pray regularly, both in and out of the classroom, offering both self and students to Christ.

### ***St. Paul's Teachers build partnerships with families.***

- Teachers are expected to encourage parental involvement and feedback and communicate to parents by manner and word that he or she highly values the partnership between teachers and parents in teaching children. Emphasis should be placed on getting to know the families well, as well as letting them know what is happening in the class. The parents should feel welcome to visit and assist in the classroom.

### ***St. Paul's teachers teach classically and in accordance with SPCS's Philosophy.***

- Teachers are required to become familiar with classical content and method and willing to study and read in order to prepare to teach classically.
- Teachers should be thoroughly informed and knowledgeable about the subjects assigned to teach, and reflect interest in each subject, using mimetic instruction consistently and appropriately. The teacher is to memorize all bible verses, chronologies, jingles, songs, chants, catechism answers, etc. required of the students (this may be done over a reasonable amount of time). The teacher is to utilize the objectives, materials, priorities, and methods prescribed in the curriculum guide and encourage students to see how all subjects are interrelated. The teacher should use clear language, appropriate vocabulary, and correct grammar and spelling in all lesson presentations, and should use a variety of teaching methods including but not limited to: comprehension checks; rephrasing of concepts by students; inductive questioning; recitations,



chants, songs, acronyms, summaries, reviews; and illustrations, applications, and demonstrations.

***St. Paul's Teachers thoughtfully create and manage classrooms.***

- Teachers will create a joyful atmosphere in the classroom to help ensure a safe and hopeful place for individual student learning.
- Teachers will maintain a neat, organized, and stimulating classroom environment.

***St. Paul's teachers exhibit professionalism***

- Teachers will demonstrate a biblical approach to work by punctuality, attitude, speech, appearance, and attention to duties. The teacher is to refrain from engaging in casual social contact with any parent or teacher of the opposite sex.

***Requirements:***

- Minimum Requirements: Bachelor's degree and Teacher's Certificate.
- Teaching experience is preferred but not required.

## **Staff Evaluations**

**PURPOSE:** The goal of staff evaluations is to provide staff feedback about their job performance at St. Paul's Community School. The tools used to evaluate staff are meant to help teachers identify strengths and areas for improvement.

**STAFF CONTACTS:** The Head of School will oversee the general direction, purpose, and implementation of the Staff Evaluations. All full-time and part-time teachers and staff will be evaluated.

The following are evidence used in staff evaluations:

1. **Goals** (September, January, May) Spiritual and professional goals for self are set. Spiritual and academic goals for students are set. Reflection is done mid-year and end-of-year on goals. See: Goal Setting form.
2. **Lesson Planning** (Weekly lesson plans, Monthly updates to curriculum maps) Weekly lesson plans (one detailed and weekly overview of learning targets) are turned in and curriculum maps are kept up-to-date. Learning targets are clear. Evidence of how learning will be assessed is clear. Biblical integration is well thought out. See: Lesson Plan example.
3. **Walk-Through Observations** (Monthly) Unannounced drop-in observations are completed throughout the year. See: Walk-Through Observation checklist.
4. **Formal Observations** (January/February) Once a year formal observation is performed. This includes a pre-observation meeting, an observation, and post-observation meeting. See: Formal Observation forms.
5. **Student Surveys** (December, May) Students take online survey reflecting on each teacher. Results of student data are provided to teachers mid-year and summer. See: Student Survey questions.
6. **Teacher Evaluation Rubric** (January) Teacher, then evaluator fill out rubric assessing the six areas of teaching at St. Paul's. Teacher and evaluator then meet to discuss. See: Teacher Evaluation Rubric.
7. **End-of-Year Evaluation** (May/June) Evaluator fills out this form including commendations and recommendations. Teacher and administrator meet to discuss. See: End-of-Year Comments and Reflection form.

## **WALK-THROUGH OBSERVATIONS**

**DATES:** Monthly

- At least once a month, unannounced drop-in observations will be completed by an administrator.
- Observations will only last approximately 5 to 10 minutes.
- The purpose of these observations is to provide short, frequent feedback to teachers.

## **FORMAL OBSERVATION CYCLE**

**DUE DATES:** End of Semester 1, Beginning of Semester 2.

- At least once a year for returning teachers and a least twice a year for teachers new to Hope Academy, full time and part time teachers will be required to complete observation cycles with the Upper School principal.
- Each observation cycle will have 3 steps.
  1. **Step 1 – PLANNING** – The teacher will bring a draft of the lesson plan to the planning meeting. The teacher and principal will preview the lesson and make possible changes and additions. At this point the teacher will also decide on a teaching goal for the lesson that will be the focus of the principal's observation.
  2. **Step 2 – TEACHING** the planned lesson while the principal observes the lesson.
  3. **Step 3 – REFLECTING** on the lesson individually and later with the principal.
- The lesson planning with the principal will count toward one of the detailed lesson plan requirements for that quarter.
- Attached are the pages to be used for each step of the Formal Observation Cycles.

## **STUDENT SURVEYS**

**DATES:** December, May

- Two times a year, students will complete surveys evaluating each of their teachers.
- The survey is done online in one of the students' classes.
- Students were asked to rate each statement on a scale from 1 to 5.
  1. 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.
- The follow are the statements. The categories in parenthesis are not visible to students.
  1. My teacher makes me feel that he or she really cares about me. (Care)
  2. My classmates behave the way my teacher wants them to. (Control)
  3. My teacher explains difficult things clearly. (Clarify)
  4. My teacher wants me to explain my answers - why I think what I think. (Challenge)
  5. My teacher makes learning enjoyable. (Captivate)
  6. My teacher wants us to share our thoughts. (Confer)
  7. My teacher makes sure I feel safe around others in this class. (Culture)
  8. My teacher makes sure we learn a lot almost every day. (Content)
  9. My teacher encourages me to put my hope in Christ. (Christ)
- Results are given to teachers as the percent of students who rated each statement as a 4 = Agree or 5 = Strongly Agree
- The median scores for Middle or High School are also provided so teachers can see which statements tended to be higher or lower than others on the whole.
- Teachers do not have access to each other's results.
- Attached is a paper version of the survey.

## **TEACHER EVALUATION RUBRIC**

DATE: January

- Due at the beginning of January, each teacher will complete a self-evaluation using the Teacher Evaluation Rubric.
- Administrators will then collaborate on filling out a Teacher Evaluation Rubric after seeing the teacher's self-evaluation.
- The teacher and one of the evaluators will then meet to discuss.
- The Teacher Evaluation Rubric contains the following components:

### A. Planning and Preparation for Learning

1. Knowledge
2. Lessons
3. Assessments
4. Differentiation
5. Engagement
6. Integration

### B. Classroom Management

1. Expectations
2. Prevention
3. Relationships
4. Respect
5. Efficiency
6. Shepherding

### C. Delivery of Instruction

1. Expectations
2. Engagement
3. Clarity
4. Growth
5. Repertoire
6. Wonder

### D. Monitoring, Assessment, and Follow-Up

1. Clarity
2. Check of Understanding
3. Feedback
4. Tenacity
5. Accountability
6. Reflection

### E. Student and Family Relationships & Communication

1. Respect
2. Belief
3. Expectations
4. Communication
5. Responsiveness
6. Authenticity

### F. Professional Responsibilities

1. Attendance
2. Records
3. Professionalism
4. Above-and-beyond
5. Leadership
6. Growth

## **A. Planning and Preparation for Learning**

	<b>4</b> <b>Highly Effective</b>	<b>3</b> <b>Effective</b>	<b>2</b> <b>Improvement Necessary</b>	<b>1</b> <b>Does Not Meet Standards</b>
<b>1.</b> <b>Knowledge</b>	Is a master in the subject area and understands how students learn.	Knows the subject matter well and has a good grasp of how students learn.	Is somewhat familiar with the subject and has a few ideas of ways students learn.	Has little familiarity with the subject matter and few ideas on how to teach it and how students learn.
<b>2.</b> <b>Lessons</b>	Has a detailed plan for the year; designs each lesson with clear, measurable goals closely aligned with standards and unit outcomes.	Plans the year so that lessons are focused on measurable outcomes aligned with unit goals.	Plans lessons with some consideration of long-term goals.	Plans lesson by lesson and aims lessons primarily at entertaining students without clear course objectives.
<b>3.</b> <b>Assessments</b>	Prepares diagnostic, formative, interim, and summative assessments to monitor student learning.	Plans formative and unit assessments to measure student learning.	Drafts unit tests as instruction proceeds.	Writes final tests shortly before they are given.
<b>4.</b> <b>Differentiation</b>	Anticipates student misconceptions and designs lessons that break down complex tasks; address all learning needs, styles and interests.	Anticipates misconceptions that students might have and designs lesson that target several learning needs, styles and interests.	Has an idea about one or two ways that students might become confused by the content and plans lessons with only some thought as to how to accommodate students.	Proceeds without considering misconceptions that students might have about the material and plans lessons with no differentiation.
<b>5.</b> <b>Engagement</b>	Designs highly relevant lessons that will motivate all students and engage them in active learning.	Designs lessons that are relevant, motivating, and likely to engage most students.	Plans lessons that will catch some students' interest and perhaps get a discussion going.	Plans lessons with very little likelihood of motivating or involving students.
<b>6.</b> <b>Integration</b>	Has a clear understanding of how the subject reveals the nature of God and purposefully works this into lessons.	Naturally makes Biblical connections within the lessons.	Has some understanding of how the subject reveals the nature of God but infrequently works that into class.	Rarely makes Biblical connections or almost never relates how the subject matter reveals the nature of God.

**Overall rating: \_\_\_\_\_ Comments:**

## **B. Classroom Management**

	<b>4 Highly Effective</b>	<b>3 Effective</b>	<b>2 Improvement Necessary</b>	<b>1 Does Not Meet Standards</b>
<b>1. Expectations</b>	Is direct, specific, consistent, and tenacious in communication and enforcing very high expectations. Holds students accountable even when it's difficult.	Clearly communicates and consistently enforces high standards for student behavior.	Knows the school's behavior policies and expectations but is inconsistent in enforcing them.	Is unclear on the school's behavior policies and expectations.
<b>2. Prevention</b>	Is alert, poised, dynamic, and self-assured and nips virtually all discipline problems in the bud.	Has a confident, dynamic presence and nips most discipline problems in the bud. Tends to keep cool and doesn't take actions by students personally.	Tries to prevent discipline problems but sometimes little things escalate into big problems. Struggles with taking students actions personally.	Is unsuccessful at spotting and preventing discipline problems, and they frequently escalate.
<b>3. Relationships</b>	Shows warmth, caring, respect, and fairness to all students and builds strong relationships.	Is fair and respectful toward students and builds positive relationships.	Is fair and respectful toward most students and builds positive relationships with some.	Is sometimes unfair and disrespectful to the class.
<b>4. Respect</b>	Wins all students' respect and creates a climate in which disruption of learning is unthinkable.	Commands respect and refuses to tolerate disruption.	Wins the respect of some students but there are regular disruptions in the classroom.	Is not respected by students and the classroom is frequently chaotic and sometimes dangerous.
<b>5. Efficiency</b>	Maximizes academic learning time through class routines, momentum, and transitions so that every minute of classroom time produces learning.	Makes good use of academic learning time through class routines, lesson momentum, and smooth transitions.	Tries to train students in class routines but many of the routines are not maintained. Sometimes loses teaching time due to lack of clarity, interruptions, and inefficient transitions.	Does not teach routines and is constantly nagging, threatening, and punishing students. Loses a great deal of instructional time because of confusion, interruptions, and ragged transitions.
<b>6. Shepherding</b>	Takes time to sit down and have conversations with students; sees all "problems" as opportunities; uses the Word of God to provide instruction and hope.	Sits down to talk with students and sees "problems" as opportunities.	Sits down to talk with students but only occasionally uses the Word of God in shepherding.	Does not seek opportunities to shepherd but instead relies only on consequences. The Word of God is only used as a list of "don'ts", not as a means of providing hope.

**Overall rating: \_\_\_\_ Comments:**

## C. Delivery of Instruction

	<b>4</b> <b>Highly Effective</b>	<b>3</b> <b>Effective</b>	<b>2</b> <b>Improvement Necessary</b>	<b>1</b> <b>Does Not Meet Standards</b>
<b>1.</b> <b>Expectations</b>	Exudes high expectations and determination and convinces all students that they will master the material.	Conveys to students: This is important, with God's help you can do it, and I'm not going to give up on you.	Tells students that the subject matter is important and they need to work hard.	Gives up on some students as hopeless.
<b>2.</b> <b>Engagement</b>	Gets all students highly involved in focused work as active learners and problem-solvers by gaining all students' interest and making connections to prior knowledge and life experiences.	Has most students actively think about, discuss and use the ideas and skills being taught in class. Activates students' prior knowledge and gaining all students' interest in each unit and lesson.	Attempts to get students actively involved but some students are disengaged. Is only sometimes successful in making the subject interesting and relating it to things students already know.	Mostly lectures to passive students or has them plod through textbooks and worksheets. Rarely gains students' interest or makes connections to their lives.
<b>3.</b> <b>Clarity</b>	Always presents material clearly and explicitly, with well-chosen examples and vivid and appropriate language.	Uses clear explanations, appropriate language, and examples to present material.	Sometimes uses academic language and explanations that are fuzzy, confusing, or inappropriate.	Often presents material in a confusing way, using academic language that is inappropriate.
<b>4.</b> <b>Growth</b>	Actively inculcates a "growth" mindset: take risks, learn from mistakes, through effective effort you can and will achieve at high levels through Christ who gives us strength.	Tells students that effective effort, not innate ability, is the key, and that the effort is only possible through Christ who gives us strength.	Doesn't counteract students' misconceptions about innate ability.	Communicates a "fixed" mindset about ability: some students have it, some don't.
<b>5.</b> <b>Repertoire</b>	Successfully reaches all students by skillfully differentiating and scaffolding through the use of highly effective strategies, questions, and materials.	Differentiates and scaffolds instructions through the use of effective strategies, questions, and materials.	Attempts to accommodate students with learning deficits or high ability. Uses a limited range of classroom strategies, questions, and materials with mixed success.	Fails to differentiate instruction for students with learning deficits or high ability. Uses only one or two teaching strategies and types of materials. Fails to reach most students.
<b>6.</b> <b>Wonder</b>	Takes full advantage of teaching at a Christ-centered school by encouraging questions, curiosity, sense of wonder, and seeing God's hand at work.	Often takes time to encourage questions, curiosity, sense of wonder, and seeing God's hand at work.	Periodically takes time to encourage questions, curiosity, sense of wonder, and seeing God's hand at work.	Teaches almost no differently than if at a public school. Time is only spent on subject matter, separate from God's hand in it all.

**Overall rating: \_\_\_\_ Comments:**

## **D. Monitoring, Assessment, and Follow-Up**

	<b>4</b> <b>Highly Effective</b>	<b>3</b> <b>Effective</b>	<b>2</b> <b>Improvement Necessary</b>	<b>1</b> <b>Does Not Meet Standards</b>
<b>1.</b> <b>Clarity</b>	Posts and reviews clear criteria for proficient work, including rubrics and exemplars, and all students internalize them. During every class period, students are clear what the learning target is for the lesson.	Posts or distributes criteria for proficiency, including rubrics and/or exemplars of student work. During every class period, states and posts what the learning target is for the lesson.	Tells students some of the qualities that their finished work should exhibit. Usually states the learning target for the lesson.	Expects students to know (or figure out) what it takes to get good grades. Occasionally states the learning target for the lesson.
<b>2.</b> <b>Check For Understanding</b>	Uses a variety of effective methods to check for understanding; immediately unscrambles confusion and clarifies.	Frequently checks for understanding through concrete proof and gives students helpful information if they seem confused.	Uses mediocre methods (e.g. thumbs up, thumbs down) to inquire of students' perception of their own understanding during instruction.	Uses ineffective methods ("Is everyone with me?") to check for understanding.
<b>3.</b> <b>Feedback</b>	Provides students with timely and helpful feedback on their learning. Has students continuously self-assess, take responsibility for improving performance, and set ambitious goals for learning.	Provides students with timely and helpful feedback on their learning. Has students self-assess, know where they stand academically at all times, and set goals.	The bulk of feedback for learning comes only via grades at mid-quarter and end of quarter times. Urges students to look over their work, see where they had trouble, and aim to improve those areas.	Feedback to students is minimal. Allows students to move on without assessing and improving problems in their work.
<b>4.</b> <b>Tenacity</b>	Inspires students to desire learning. Relentlessly follows up with struggling students with personal attention so they all reach proficiency. Does not allow for excuses. Takes personal responsibility for every child's learning.	Challenges students to learn. Takes personal responsibility for students who are not succeeding and gives them extra help. Does not allow for excuses.	Relies only on the Academic Support Center to provide help to students. Believes it is solely the student's responsibility to learn.	Does not provide any options for students to receive help. Believes it is solely the student's responsibility to learn.
<b>5.</b> <b>Accountability</b>	Consistently holds all students academically accountable, including assigning students to the Academic Support Center for failed Academic Achievement assessments or chronic missing work and follows up to make sure that the work gets done.	Consistently holds all students academically accountable, including assigning students to the Academic Support Center for failed Academic Achievement assessments or chronic missing work.	Only assigns students to the Academic Support Center for failed tests.	Does not consistently assign students to the Academic Support Center.
<b>6.</b> <b>Reflection</b>	Works with colleagues to reflect on what worked and what didn't and continuously improve instruction.	Reflects on the effectiveness of lessons and units and continuously works to improve them.	At the end of a teaching unit or semester, thinks about what might have been done better.	Does not adjust the planning of future lessons when teaching is unsuccessful.

**Overall rating: \_\_\_\_\_ Comments:**



## E. Student and Family Relationships & Communication

	<b>4</b> <b>Highly Effective</b>	<b>3</b> <b>Effective</b>	<b>2</b> <b>Improvement Necessary</b>	<b>1</b> <b>Does Not Meet Standards</b>
<b>1. Respect</b>	Masterfully relates individually to where each student is at spiritually. Shows great sensitivity and respect for family and community culture, values, and beliefs.	Relates individually to where each student is at spiritually. Communicates respectfully with parents and is sensitive to different families' culture and values.	Does not often take into account where each student is at spiritually. Tries to be sensitive to the culture and beliefs of students' families but sometimes shows lack of sensitivity.	Does not know where many of the students are at spiritually. Is often insensitive to the culture and beliefs of students' families.
<b>2. Belief</b>	Shows each parent an in-depth knowledge of their child and a strong belief he or she will meet or exceed standards.	Shows parents a genuine interest and belief in each child's ability to reach standards.	Tells parents that he or she cares about their children and wants the best for them.	Does not communicate to parents knowledge of individual children or concern about their future.
<b>3. Expectations</b>	Gives parents clear learning, behavior, and work completion expectations for the year and explains the rationale behind these expectations.	Gives parents clear expectations for student learning, behavior, and work completion for the year.	Sends home a list of classroom rules and the syllabus for the year.	Doesn't inform parents about learning, behavior, and work completion expectations for the year.
<b>4. Communication</b>	Makes sure parents hear positive news about their children first, and immediately flags any problems. Consistently and promptly informs parents of discipline infractions (lunch detentions and detentions).	Promptly informs parents of behavior and learning problems, and also updates parents on good news.	May let parents know about problems their children are having or rarely mentions positive news.	Seldom informs parents of concerns or positive news about their children.
<b>5. Responsiveness</b>	Deals immediately and successfully with parents and makes parents feel welcome any time.	Responds promptly to parent concerns and makes parents feel welcome in the school.	Is slow to respond to some parent concerns or comes across as unwelcoming.	Does not respond to parent concerns and makes parents feel unwelcome.
<b>6. Authenticity</b>	Frequently finds real ways for students and families to put their hope in God during adversity. Naturally and frequently uses victories and struggles to shepherd and encourage others.	Often finds real ways for students and families to put their hope in God during adversity. Uses victories and struggles to shepherd and encourage others.	Encourages students but uses only victories or rarely uses the Gospel in encouraging students.	Is very guarded about personal life and rarely uses personal examples in bringing the Gospel of hope to students and families.

**Overall rating: \_\_\_\_ Comments:**

## **F. Professional Responsibilities**

	<b>4</b> <b>Highly Effective</b>	<b>3</b> <b>Effective</b>	<b>2</b> <b>Improvement Necessary</b>	<b>1</b> <b>Does Not Meet Standards</b>
<b>1.</b> <b>Attendance</b>	Has perfect or near-perfect attendance (98-100%).	Has very good attendance (95-97%).	Has moderate absences (6-10%). If there are extenuating circumstances, state below.	Has many absences (11% or more). If there are extenuating circumstances, state below.
<b>2.</b> <b>Records</b>	Completes expected assignments (near 100% for goals, lesson plans, C-maps) conscientiously and punctually. Weekly keeps the gradebook up-to-date.	Is reliable with expected assignments (near 90% for goals, lesson plans, C-map). Keeps the gradebook up-to-date.	Occasionally skips, is late, or misses deadlines for expected assignments (near 75% for goals, lesson plans, C-maps). Only updates grades at end of mid-quarter and quarter.	Frequently skips or misses deadlines for expected assignments (50% or less for goals, lesson plans, C-maps).
<b>3.</b> <b>Professionalism</b>	Presents as a professional, always observes appropriate boundaries, and carefully handles personal information about students and families with respect. Is on time and in attendance to all meetings or communicates in advance the reasons for being late/absent.	Demonstrates professional demeanor and maintains appropriate boundaries. On time and in attendance to almost all meetings or communicates reasons for being late/absent.	Occasionally acts and/or dresses in an unprofessional manner and/or violates boundaries. Is occasionally late or absent to meetings or usually does not communicate reasons for being late/absent.	Frequently acts and/or dresses in an unprofessional manner and violates boundaries. Frequently is late or absent to meetings or seldom communicates reasons for being late/absent.
<b>4.</b> <b>Above-and-beyond</b>	Is an important member of teacher teams and committees and frequently volunteers for after-school events. Frequently takes advantage of outside-of-school activities to build relationships with students.	Shares responsibility for grade-level and school wide activities and takes part in after-school events. At times, takes advantage of outside-of-school activities to build relationships with students.	When asked, will serve on a committee and attend an after-school event.	Declines invitations to serve on committees and attend after-school events.
<b>5.</b> <b>Leadership</b>	Frequently contributes valuable ideas and expertise and instills in others a desire to improve student results.	Is a positive team player and contributes ideas, expertise, and time to the overall mission of the school.	Occasionally suggests an idea aimed at improving the school.	Rarely if ever contributes ideas that might help improve the school.
<b>6.</b> <b>Growth</b>	Actively seeks out feedback and suggestions and uses them to improve performance. Actively reaches out for new ideas and engages in action research with colleagues to figure out what works best.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism. Seeks out effective teaching ideas from colleagues, workshops, and other sources and implements them well.	Is somewhat defensive but does listen to feedback and suggestions. Can occasionally be persuaded to try out new classroom practices.	Is very defensive about criticism and resistant to changing classroom practice. Is not open to ideas for improving teaching and learning.

**Overall rating: \_\_\_\_\_ Comments:**

# Evaluation Summary Page

Teacher's name: \_\_\_\_\_ School year: \_\_\_\_\_

## RATINGS ON INDIVIDUAL RUBRICS

### A. Planning and Preparation for Learning:

Highly Effective      Effective      Improvement Necessary      Does Not Meet Standards

### B. Classroom Management:

Highly Effective      Effective      Improvement Necessary      Does Not Meet Standards

### C. Delivery of Instruction:

Highly Effective      Effective      Improvement Necessary      Does Not Meet Standards

### D. Monitoring, Assessment, and Follow-Up:

Highly Effective      Effective      Improvement Necessary      Does Not Meet Standards

### E. Family and Community Outreach:

Highly Effective      Effective      Improvement Necessary      Does Not Meet Standards

### F. Professional Responsibilities:

Highly Effective      Effective      Improvement Necessary      Does Not Meet Standards

## OVERALL RATING

**Highly Effective      Effective      Improvement Necessary      Does Not Meet Standards**

OVERALL COMMENTS BY EVALUATOR:

OVERALL COMMENTS BY TEACHER:

Evaluator's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher's signature: \_\_\_\_\_ Date: \_\_\_\_\_

## **END-OF-YEAR EVALUATION**

DATE: May for non-Summer Session teachers. June for Summer Session teachers.

- At the end of the year, each teacher will meet with an administrator to discuss their teaching performance for the year.
- An administrator will provide the teacher with an overview, summary, or comments on each of the following areas for evaluation:
  1. Goals
  2. Lesson Planning (weekly lesson plans and updates to curriculum maps)
  3. Walk-Through Observations
  4. Formal Observations
  5. Student Survey Results
  6. Teacher Evaluation Rubric
  7. End-of-Year Comments and Reflections
- Commendations and recommendations will also be provided.
- Teacher and administrator will then schedule a meeting to discuss.
- Attached is the End-of-Year Comments and Reflections Form.

# **Teacher Evaluation**

## **End-of-Year**

### **Comments & Reflections**

- Goals – September, January, May
  - Lesson Planning – Weekly lesson plans, Monthly updates to curriculum maps
  - Walk-Through Observations – Monthly
  - Formal Observations – January/February
  - Student Surveys – December, May
  - Teacher Evaluation Rubric – January
  - End-of-Year Evaluation – May/June
1. **Goals** – Spiritual and professional goals for self are set. Spiritual and academic goals for students are set. Reflection is done mid-year and end-of-year on goals. (See: Goal Setting form)
  
  2. **Lesson Planning** – Weekly lesson plans (one detailed and weekly overview of learning targets) are turned in and curriculum maps are kept up-to-date. Learning targets are clear. Evidence of how learning will be assessed is clear. Biblical integration is well thought out. (See: Lesson Plan example)
  
  3. **Walk-Through Observations** – Unannounced drop-in observations are completed throughout the year. See: Walk-Through Observation checklist. (See: Walk-Through Observation checklist)

4. **Formal Observations** – Once a year formal observation is performed. This includes a pre-observation meeting, an observation, and post-observation meeting. (See: Formal Observation forms)
  
5. **Student Surveys** – Students take online survey reflecting on each teacher. Results of student data are provided to teachers mid-year and summer. (See: Student Survey questions)
  
6. **Teacher Evaluation Rubric** – Teacher, then evaluator fill out rubric assessing the six areas of teaching at Hope Academy. Teacher and evaluator then meet to discuss. (See: Teacher Evaluation Rubric)
  
7. **End-of-Year Evaluation** – Evaluator fills out this form including commendations and recommendations. Teacher and administrator meet to discuss. (See: End-of-Year Comments and Reflection form)
  - Commendations:
  
  - Recommendations:
  
  - Comments:

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Library Strategic Plan

Developed By: Courtney Shelly

## Mission Statement

The purpose of St. Paul's Community School Library is to provide materials, and services to meet the informational, cultural, recreational, and educational needs of the Library's population.

## Goals and Objectives

Given the early stages of development, the St. Paul's Community School Library will seek to meet general goals that may change as the school population evolves over the 2019-2021 school years.

## 2019

- Goal: Create library framework
  - Objectives:
    - Development of a Collections Policy
    - Creation of a Booklist
- Goal: Bring physical aspects of the library to life
  - Objectives:
    - Seek book donations to create initial collection
    - Create shelving that accommodates children
    - Catalog items and utilize a catalog system that is easy for all to use

## 2020

- Goal: Collaborate with various school entities
  - Objectives:
    - Retrieve curriculum from school officials to use for booklist updates and program creation
    - Cultivate relationships with teachers to partner with the library for classroom collaboration
- Goal: Continue growing collection
  - Objectives:
    - Set up Amazon Wish List that is specific to library needs not met by book donations
    - Seek funding opportunities that will allow items to be purchased for the library collection

# 2021

- Goal: Staff library
  - Objectives:
    - Transition from volunteer supported library to a permanent librarian on staff
    - Continue using volunteers for smaller tasks
- Goal: Seek greater funding opportunities
  - Objectives:
    - With a librarian on staff, more time can be spent seeking grant funding specific to the growth and preservation of the school library
    - Partner with community members to support library needs



## **Special Education Services**

At St. Paul's Community School, we do not plan to provide state-supported special education services. However, we seek to serve the diverse educational needs of our students. This is our educational needs assessment process.

### **The Educational Needs Assessment Process**

Purpose: To accurately determine a child's learning and/or behavioral needs, give direction toward meeting those needs and implementation to meet them to the degree we are realistically able.

#### **Simplified View of the Typical Process:**

1. Homeroom teacher collects information
2. Child is discussed at team meeting(s) and next step is determined
3. If concerns persist, more information is collected and child is discussed at Educational Assessment team meeting.
4. Ongoing communication with parents
5. Plans from Educational Assessment team and parent meetings are executed with possible written Student Plan of Progress
6. Periodic follow up meetings and plans modified as needed

#### **Clarity of Educational Assessment Team Roles:**

**The homeroom teacher** is the person most responsible for a child's overall well-being at St. Paul's Community School. Concerns and insights from any school professional must be shared with and processed through the homeroom teacher. The homeroom teacher is charged to thoroughly understand any student in question – his/her history, interests, specific skills & behaviors, spiritual condition (to degree possible), parental insights, etc. Thus, the homeroom teacher is the one who initiates the formal assessment process. The homeroom teacher is also the one who manages the follow-up procedures for the student. However, if there is a Student Plan of Progress, the principal or the Director of Curriculum will initiate follow up. Parent contact to the school (about their child) begins with the homeroom teacher. The homeroom teacher also has the responsibility to communicate with a child's other teachers regarding new and pertinent information about a student.

**Subject-area/specials teachers** have the responsibility to keep homeroom teachers informed about a student's progress, behavior, and parent contact. They also have the responsibility to consistently apply agreed upon strategies for individual children.

**Director of Curriculum or Principal** will conduct the Educational Assessment meetings. These meetings will have to be after school.

**All teachers** have the responsibility to collaborate with colleagues to make the most informed decisions and recommendations for children possible. For instance, no teacher should recommend that a child have tutoring, testing or counseling without such recommendation coming through the educational assessment process or variation agreed upon by the Director of Curriculum or Principal.

\*Although we have our own styles and procedures in our classrooms, modifications for a child with any significant issues need to be shared and discussed with colleagues who also have that child. \*For example: If the homeroom teacher wishes for the principal or other professional to observe or screen a student before taking the student's case to a Educational Assessment meeting, that is generally fine (and perhaps a good idea). Their observations should be placed in writing before a EA meeting.

#### Process for Bringing a Child's Case to the Educational Assessment Team:

When the homeroom teacher suspects a child's progress warrants additional scrutiny or becomes concerned about persistent academic, spiritual or social/emotional progress, s/he has the responsibility of giving that child the attention s/he deserves through a process of seeking the professional assistance of colleagues. Most typically the process follows a prescribed order. First, the child is discussed at a meeting with colleagues. If the homeroom teacher feels need is warranted to take the child's case to an Educational Assessment Team meeting, then, as a child's advocate and primary contact at school, the homeroom teacher should...

1. Become as knowledgeable about the child as possible, by doing these things:
  - a. Pray that God would allow you to have insight into the difficulties the child is experiencing and revelation to his/her specific needs.
  - b. Make specific observations over time. Exactly what are the behaviors? Exactly what seems to be the issues? What areas are the concerns and what are the strengths? What are the desired goals?
  - c. Gain specific insights from other teachers including the previous homeroom teacher, special-subject teachers.
  - d. Read and study the child's folder.
  - e. Speak with the parents, keeping the information search balanced. (ie. don't panic them, but share current observations and gain any input/advice from them) If you will be following through with the Educational Assessment Team process, explain it to the parents.
  - f. Seek to gain understanding of the child's perspective through observation and 1-1 Dialogue.
2. Use the form Request for Educational Needs Assessment Meeting as a tool to help in this process of gathering and sharing information. All information on the form is necessary. Please know that this step is not meant to be a bureaucratic one. This only helps to ensure thoughtful information sharing and gathering as well as accurate record-keeping. Attach work samples if appropriate. Discuss this student with the Director of Curriculum and/or Principal.
3. Distribute the Student Observation/Comment form, with a note from you, to other teachers who have the child. These written observations are to be returned to the homeroom teacher.
4. Turn in a photocopy of all completed forms to the Director of Curriculum or Principal.
5. An Educational Assessment meeting will be arranged by the Director of Curriculum or the Principal for the next possible time.

#### At and After the Educational Assessment Meeting:

Before the meeting, the Director of Curriculum and/or the Principal and homeroom teacher will meet to review the collected paper work.

At the Educational Needs Assessment meeting, the homeroom teacher will present the child's situation: history, current observations of all parties, concerns, goals, etc. Those at the meeting will discuss the information presented and make recommendations. More than one meeting may be in order.

Recommendations could include, but won't be limited to:

- modification of classroom environment
- modification of approach or schedule
- consistent approach among specialists
- parent conference
- Home plan to be assisted by the parents
- Specific identification of student's responsibility in the plan
- continuing current path
- screening, consultation or evaluation by outside professional (requires discussion with parents)
- Further in-house assessment

The Educational Assessment Team Meeting Summary form is to be completed during the meeting, distributed to teachers, Curriculum Director and Principal and placed in the child's file. If the form isn't used, a typed, dated summary is also fine.

#### Implementing the plan:

- The homeroom teacher will be responsible for sharing plans with special-subject teachers or others who were not present at the meetings.
- A plan that is developed must be carried through and not altered without the consultation of the teachers and Director of Curriculum and Principal. Progress will be charted and direction will be altered as needed – as a committee.
- If a meeting with the parents is warranted, then the homeroom teacher will set that up and include the Director of Curriculum or Principal. The concerns and suggestions of the teachers will be shared and a joint decision made about an educational plan. It may be recommended that a Student Plan of Progress be drafted and then agreed upon.
- All parent conferences and other conferences or decisions about the child will be documented.
- Evaluation meetings will be scheduled according to need. Summary notes will be distributed and placed in child's file.
- Modification of the plan must be agreed upon by the parties involved.

# **Finance**

## **Budget**

See “Budget” below

## **Financial Firm/Treasurer**

Finance Committee:

- Board Members Nathan Carr, Alicia Thompson
- Head of School Morgan Shillow
- Advisor to the Committee: Lori Clark

Treasurer: Board Member Alicia Thompson

Bookkeeping Service: DecisionGrid

## **Fiduciary Responsibilities**

- DecisionGrid to provide industry standard accounting practices (see below for more detail under Accounting Practices).
- St. Paul's to maintain strict internal controls as recommended by DecisionGrid, including but not limited to the recording of cash/check deposits, check writing procedures and expense reimbursements.
- Head of School and Director of Development to submit monthly expense reports to Ofelia Cancio (board member) for review and approval.
- Monthly financial statements to be reviewed by Head of School and Finance Committee.
- Quarterly financial statements to be reviewed by board members.
- Annual budget to be approved by board members.
- Personnel compensation to be reviewed and approved annually by board members.

## **Insurance**

General Liability, Workers Compensation, D&O Liability Insurance, and contents coverage through Church Mutual.

Property insurance paid by WHC. (See “Proposal for Space”)

## **Accounting Practices**

Bookkeeper: DecisionGrid

- Provides industry standard accounting practices, including monthly bank/credit card reconciles
- Provides monthly payroll services, including all federal and state tax payments and reporting
- Provides standard monthly reporting, including Profit and Loss, Balance Sheet, and Budget versus Actual
- Provides year-end tax documents, including 1099's and W2's

Budgets are proved by board on an annual basis, with board reserving the right to amend the budget as needed based on cash flow. Budgets will be carried out by the Head of School. Profits and losses reported at each quarterly board meeting by the treasurer.

## **OCAS**

St. Paul's to be responsible for any annual tax filing requirements, including a 990 for non-profit organizations. St. Paul's will hire a CPA to complete this filing, as well as provide an audit of all financial statements on an annual basis.

## **Fundraising**

Fundraising accounts for 90% of St. Paul's total budget, with tuition comprising the remaining 10%.

- Year one budget (assuming 30 students) \$404,563
  - \$210,000 in student sponsorships
  - \$156,535 other sources, such as grants, gifts from churches, business, and other organizations, and smaller gifts from individuals.

Fundraising Model: Benevon, relationship building with smaller donors

Gift statements sent annually in December.

### Events

- Fall Breakfast, Spring Lunch.
- Partner Days (once each semester)
- Christmas Book Giveaway

EID: 82-2985038

**St. Paul's Community School Annual Operating Budget for Year 1 of Operations**

		<b>Comments and Underlying Assumptions</b>
<b>Major Assumptions:</b>		
Number of students	30	Assumes preK-1, one class of 10 students per grade
Student:teacher ratio	1:16	
Number of teachers	3	
Number of instructional aides	1	
Facility square footage		
Average teacher salary + benefits	30,000	
Average instructional aide salary	16,320	170 school days x 8 hours x \$12/hr
Voucher amount per pupil	-	
Tax credit amount per pupil	-	
State/Federal Categorical Funding/Student	-	i.e., \$X federal lunch reimbursement (must be accredited)
<b>REVENUES</b>		
Voucher revenue	-	
Tax credit revenue	-	
State/Federal categorical funding	-	
Tuition & fees	38,028	10% = 7,000, 29% = 1,200, 61% = 360 (see calculation at right)
Grants		
Fundraising	210,000	\$7,000 per student partnership
<b>Total Revenues</b>	<b>248,028</b>	
<b>EXPENDITURES</b>		
<b>Salaries</b>		
Head of School	40,000	Base salary
Director of Advancement	35,000	Base salary
Teachers	90,000	
Instructional aides	16,320	170 school days x 8 hours x \$12/hr
Receptionist/parent liason	22,800	190 days x 8 hours x \$15/hr
HOS & DOA Provisions	25,000	Childcare: 5,000 tax free per employee
Substitutes	2,700	assume at least PTO for teachers : 60 hours x 3 teachers x \$15 ?
<b>Benefits</b>		
Retirement/Savings	-	Assumes a 4% retirement disbursement
Health	12,000	Assumes \$250/month per employee (# teachers + Director, part time aides and counselor not inc)
FICA	3,361	Assumes Medicare at 1.45% of salaries
Social Security	14,373	Assumes SS at 6.20% of salaries
Other, misc.	2,000	Other payroll costs
<b>Administration</b>		
Bookkeeping & Audit	8,600	Assumes \$300/month bookkeeping, \$5k for audit
Network management or consultant fee	-	Assumes 10% of Public Revenue
Legal	2,000	Assumes 0 retainer, \$2,000 reserve
Office supplies	1,200	Assumes \$100/month
Postage	500	Assumes 2 mailouts per semester to parents
Professional Development	-	Assumes \$1,000/teacher plus leadership
Travel, conferences, board retreats	3,750	Assumes \$750 per teacher plus leadership
Membership fees+ spreading Hope	12,000	Spreading Hope 1k a mo
Recruitment and Marketing	2,000	
Head of School Discretionary	500	
<b>Academic Expenses</b>		
Texts and instructional materials	9,000	Assumes \$300 per student inc curriculum
Other books	2,250	Assumes \$75 per student
Technology	2,000	Assumes 2 shared computers at \$1000 (for first year)
Software	2,000	Software (powerschool or renweb)
Classroom paper and supplies	3,000	Assumes \$100 per student
Student testing & assessment	2,250	Assumes \$75 per student
Educational consultants	-	Assumes \$200 per student
Field Trips	1,500	Assumes \$50 per student
Uniforms	6,000	
<b>Other Operating Expenses</b>		
Copier lease	2,400	Assumes \$200/month
Transportation	-	
Food Services	17,928	Assumes \$1.66 per meal x2 meals a day, 180 days
Liability & Workers Comp	2,350	quote from Church Mutual
Custodial	5,000	Assumes twice per week at \$500/month
Janitorial supplies	2,500	Assumes \$250/month for 10 months
Gas/electric	-	Assumes \$750 per month (inc in Rent)
Internet service provider	-	Assumes \$200/month (inc in Rent)
Telephone	1,800	Assumes \$100 per month
Waste disposal	-	Assumes \$150/month (inc in rent)
Security alarm	-	Assumes \$100/ per month (inc in rent)
<b>Plant Assets</b>		
Building & land (rent, lease, mortgage)	36,000	Rent 6 rooms upstairs, plus kitchen, and common spaces (auditorium, playground, family center, bathrooms)
Furniture & fixtures	3,000	Assumes \$100/student for first year
Additional building usage	-	Deposit, auditorium rental
<b>Development</b>		
Events, mailouts, partner days, video, donor lunches	9,000	including printing costs
<b>Reserve Fund</b>		
	2,480	Assumes 1%
<b>Total Expenditures</b>	<b>404,563</b>	
<b>Surplus (Deficit)</b>	<b>(156,535)</b>	Additional Amount to be raised
<b>Uncommitted Income (Fundraising Goals)</b>		
All Committed \$ (Total Revenues)	\$ 248,028	<b>Comments and Underlying Assumptions</b>
Other Foundations (list each source)		
Corporations (list each source)		
Individual contributions pending		
Earned Revenue		
<b>Total Uncommitted \$ to be raised</b>	<b>\$ -</b>	
<b>INCOME TOTAL (Projected)</b>	<b>\$ 248,028</b>	

## St Paul's Proposal for Space

(Occupancy 1 July 2019 to 1 July 2020 )

**Exclusive Use:** All utilities and building/property insurance included in rent (i.e. paid by WHC)

**Annual Donation**   **Monthly Donation**

\$30,000.00   \$2,500.00   **Area known as Christian Heritage Center w/all attached rooms and the CHC kitchen (aka Bible Zone)**

### Shared Use:

no addtl charge	Playground and basketball court
no addtl charge	2 Women's Restrooms
no addtl charge	2 Men's Restrooms
no addtl charge	Parking Lots
no addtl charge	Ability to display signs inside and outside (with approval of WHC for each sign/banner outside of CHC in advance)
* not available	Note: Building B (aka the Family Center) is not available at this time

### Additional Costs/Expenses: (to be incurred by St Paul's)

#### Variable Expenses

#### Auditorium (aka Main WHC Worship Area) - cost per use (unless otherwise agreed upon)

\$50	- Open/Close building
\$200	- first two hours (min 2 hrs rental fee); renter is responsible for all setup and cleanup
\$50	- each additional hour for auditorium rental
\$100	- WHC audio equip (must use WHC sound tech) \$100 for the first 2 hours
\$35	- WHC audio equip (must use WHC sound tech) \$35 each additional hour
\$100	- WHC video equip (must use WHC video tech) \$100 for the first 2 hours
\$35	- WHC video equip (must use WHC video tech) \$35 each additional hour
\$150	- move piano \$50 plus tuning (~\$100)

#### Prep/Moving In/Out (unless otherwise agreed upon)

no addtl charge	- up to 3 weeks prior to start of 1st month; or after end of last month rent
\$500	- each additional week \$500

#### Miscellaneous conditions, arrangements and details

\$2,500	Deposit
	- All safety equipment above what WHC currently has install including but not limited to: door/window locks, fire extinguishers, carbon monoxide detectors, AED's, first aid/CPR kits, etc.)
	- Custodial needs of all "exclusive" spaces; and "shared" bathrooms and hallways
	- Kitchen Appliances in CHC Kitchen (refrigerator, dishwasher, microwave, stove, oven, etc.)
	- Liability and Accident Insurance for St Paul's contents, students, teachers, workers, guests
	- Any telephone, Internet, Audio and Visual equipment, furniture may be set-up or brought into the CHC area (any other areas must be authorized by WHC prior to installation/changes/moving)
	- All painting, décor changes, wiring (AV or electrical), appliances, utilities, etc. must be authorized by WHC prior to installation/changes/moving but are expenses to be paid by St Paul's unless otherwise agreed upon
	- St Paul's assumes liability for any wear or damage that results from school activities

#### Items Covered by WHC:

	Normal maintenance such as plumbing, electrical, HVAC, and other building issues are responsibility of WHC; if maintenance issues become cost prohibitive WHC will work with St Paul's to find alternative arrangements if available
included	Suitability of playground area and equipment is not guaranteed, St Paul's will have access to what is present to use as "shared" space
included	Utilities (gas, electric, water, sewer); additionally garbage (dumpster) unless additional pickup required

# **Curriculum**

## **Course offerings**

See “Course Offerings” below

## **Textbooks/Virtual Programs**

See “School Curriculum” below

## **Teaching Methods**

See “Instructional Approach”

## **Grade Level Competencies, Benchmarks, and Student Progress**

See “Preschool, Kindergarten, and First Grade Report Cards” and “Instructional Approach”





### Course Offerings (Preschool – 5th)

Reading & Writing	From Preschool on, you will find our students listening to stories, reading aloud to one another, or reading silently at their desks. Throughout our entire lower school curriculum, our students begin mastering the writing process (pre-write, write, revise, edit) and learning strong writing skills by recognizing traits of effective writing (ideas, organization, word choice, sentence fluency, voice, and conventions). At every stage of a St. Paul's education, students participate in literature circles and reader's workshops—learning how to talk about a story and ask questions of a text.
Math & Science	In addition to memorizing and mastering tables, equations, and facts, our students become numerically powerful through mathematical thinking games in the lower school grades. Our elementary science curriculum involves memorization, but is inquiry-based and emphasizes hands-on experimentation.
History	In the lower school we study Ancient Egypt, Greece, and Rome; European History; and American History from the Revolutionary War through the Civil War. We also place particular emphasis on African-American and Latin-American History.
Bible	From Preschool on, our classrooms are saturated with Biblical truth. From Adam to Jesus, students are taught the history of God's creation and His redemption of the world and his people. Our hope is that every one of our students will become a follower of Jesus Christ, and will be “transformed by the renewing of [their] mind” (Romans 12:2). In the early grades, students learn the Scriptures through memorization, songs, and stories. Through reading God's Word and discussing its relevance to students' lives (in addition to worshipping Him weekly during Family Worship) we hope to instill in our students a hunger for God and his Word. Our prayer is that God would give these students a desire to know and be like Jesus.
Latin	Starting in 4th grade, the study of Latin language and grammar begins. By the end of 8th grade, students will complete Latin II and be prepared for further study in Latin or any of the romance languages.
Art	All of our students participate in art class one day a week. Students learn to use various artistic techniques (charcoal, chalk pastel, oil pastel, various paints, etc.) while studying classical and modern artists who used each medium well.
Physical Education	All of our students have gym class between two and four days per week. An enjoyment of physical activity, teamwork, and learning basic games and rules are emphasized in the lower grades.
Music	All of our students have music class between two and four days a week. We emphasize music appreciation and the basics of choral and instrumental music. Students also learn sacred and secular choral music, which they perform during the school year on various occasions.

# School Curriculum

## Language Arts

### *Comprehensive Programs*

- Macmillan McGraw Hill Treasures (Younger grades)
  - a. 10 three week units – phonics, level readers, big books, trade books

### *Building Reading Habits and a Reading Pathway*

- Daily 5
- Lucy Calkins Units of Study for Teaching Reading
- Spell to Write and Read

### *Phonemic Awareness, Phonics, and Spelling*

- Spell to Write and Read

### *Grammar*

- Shirley English

### *Writing*

- Lucy Calkins Units of Study for Teaching Writing (K-1)

## Math

- Investigations in Numbers, Data and Space (PreK-1)(Pearson)
- Math in Focus (Grade 1)

### *Supplementary Text Grades PreK-1*

- Developing Number Concepts (Kathy Richardson)

## Science

- Simply Charlotte Mason
- Our Father's World - Grade 1

## History

- Story of the World (Susan Wise Bauer) (preK-1)
- Simply Charlotte Mason Curriculum - History Studies

## Bible

- Walking with God and His People (Christian Schools International) (preK-1)
- Jesus Story Book Bible
- New City Catechism

## Art

- Discovering Great Artists: Hands on Art for Children (Solga and Kohl)

## **INSTRUCTIONAL APPROACH**

### **General outcomes**

**Math** - Math provides a platform from which students can celebrate the beauty and order found in God's creation. In preschool through first, SPCS students will use Math in Focus curriculum to develop a strong foundation for understanding. With an incremental approach, students have the time to practice a small concept before moving on to the next. Cumulative practice and assessments cover skills and ideas throughout the year, ensuring students retain concepts.

### **History & Geography –**

We will use the Simply Charlotte Mason Curriculum to make the world come alive through living books and Bible readings. SPCS students, grades PreK-1, will learn how Bible events fit into history, connect geography to the people who lived there—both past and present. We also incorporate history throughout the year by studying great works of art and important artists and scientists. Students also work through the four volume set of Susan Wise Bauer's History of the World and memorize timeline cards. We focus on celebrating each unique expression of God's diversity and creativity throughout the history of the world. Our curriculum gives students a big picture idea of how we are all interrelated and how we got where we are today as a civilization.

**Science** - Our science curriculum provides opportunities for children to connect with the natural world, increase their desire to explore and ask questions, and to seek truth about God's ordered and created world. We train students to ask meaningful and honest questions- no matter how controversial- because seeking truth and understanding will inevitably lead to a deeper understanding of God. This will be accomplished through the Simply Charlotte Mason and Our Father's World Curriculum.

**Language Arts** - Students discuss ideas, learn concepts of printed language, and gain phonemic understanding, beginning in Preschool with comprehensive McGraw Hill's Treasures and Spell to Write and Read program. This comprehensive approach includes objectives geared towards training a student how to think, speak and write well. Shirley grammar teaches how language works and gives students the tools to continue learning independently. Students learn how to write while developing vocabulary and while examining model examples of literature and primary source documents. In addition to studying great books, students concentrate on English grammar starting in kindergarten. We also teach print and cursive handwriting. Students will begin studying Latin in third grade.

**Physical Education** - We honor God with our bodies at SPCS. We understand that diabetes, obesity, poor health & nutrition, hunger and inaccessibility to nutrient dense food all are issues that plague our inner cities. We counteract these devastating factors with a physical education curriculum that trains students in strengthening and nourishing their bodies. We encourage our students to enjoy physical activity both during group and skill based sports and equally emphasize proper strength, endurance, flexibility and interval training beginning in preschool. Using national standards for physical fitness, students are assessed in training techniques and benchmarks regularly. Without proper nutrition our bodies will not cooperate with any amount of accurate technique and ample play. SPCS's health curriculum emphasizes nutritional needs and an understanding of how our bodies function. Our health curriculum is further enhanced and able to have the most positive effect because of its interrelatedness with our healthy lunch program.

**Art Education** - We encourage our students to desire excellent art by putting classic and excellent artwork in front of them, inside and outside of the classroom. Instruction primarily consists of observation, discussion,

and imitation of the content and techniques of the great art works they learn about within the scope of history/humanities content. Through first observing the art and talking about what they see, students are then able to imitate what is of true beauty, practicing their own skills.

**Music** - The primary goals of music education at SPCS is to instill a lifelong appreciation for music and an ability to discern beauty. Students learn to seek out beauty within music and to use it as a guidepost to what is good and true. Students learn the foundational elements of music including beat, rhythm, melody, harmony and form. While studying and familiarizing students with music throughout history, SPCS's music curriculum includes unique input and teaching from a partnership of skilled local musicians

In addition to these general standards for each content area, a measure we will look at is that NWEA MAP median scores for grades 3-6, will be at or exceed the national average. Our graduates will be formed in faith, character, academics and servant leadership.

The complete standards are detailed in the attachment, however in the first year, we will be focused on the following key standards:

### **Arch Standards for Anchor Subjects**

<b>Grade Level</b>	<b>Reading/Language Arts</b>	<b>Mathematics</b>
<b>Preschool</b>	Following directions and beginning basic text and language understanding. Paying attention to stories being read aloud and retelling or performing parts of stories. Develop basic reading and language skills for success in Kindergarten.	Gain a basic understanding of the connection between numbers and real life. Identifying numbers through 10 and counting objects sequentially. Develop basic number sense for success in Kindergarten.
<b>Kindergarten</b>	Make connections from the story to their own lives. Learn that letters are symbols representing sound, and those sounds produce words. Learn to put sounds together to form simple CVC words, and recognize the most common sight words.	Gain a solid understanding of the number 10 and the ways numbers can be combined to make 10. Learn that numbers can represent how many objects are in a set. Learn to recognize numbers below 20 and understand their value. Understand the idea of more and fewer, and using objects can find more or less. Combine objects, solving how many altogether.
<b>First Grade</b>	Gain fluency in decoding through frequent CVC words as well as learning additional sight words, blends and digraphs. Make predictions that make sense, Infer the feelings and motivations of characters. See how the ideas in stories connect to other stories. Learn to process text through solving words, monitoring and	Use their knowledge of 10 as a base to work from in working with addition, subtraction and larger numbers. Use words, pictures, objects, length-based models (connecting cubes), numerals and number lines to model and solve addition and subtraction problems in part-part-total, adding to, taking away from

	self-correcting their meaning.	and comparing situations. Sequence/count up to 100. Write and calculate single digit addition sentences. Gain strong understanding of place value using tens and ones.
<b>Second Grade (2<sup>nd</sup> Year)</b>	Learn new concepts and ideas from listening to fiction texts. Sustain attention to read books that take more than one session. Continue to build fluency in more complex words and vowel combinations. Relate important ideas between texts.	Use strategies to generate addition and subtraction facts including making tens, fact families, doubles plus or minus one, counting on, counting back, and the commutative and associative properties. Demonstrate fluency with basic addition facts and related subtraction facts.
<b>Third Grade (3<sup>rd</sup> Year)</b>	Think analytically about the text as an object, noticing and appreciating author's use of language, characters, organization and structure. Evaluate the quality of the text and consider the accuracy of the content. Examine and consider what idea the author is communicating. Move from the learning to read stage into the reading to learn stage.	Represent multiplication facts by using a variety of approaches, such as repeated addition, equal-sized groups, arrays, area models, equal jumps on a number line and skip counting. Represent division facts by using a variety of approaches, such as repeated subtraction, equal sharing and forming equal groups. Recognize the relationship between multiplication and division. Use multiplication and division basic facts to represent a given problem situation using a number sentence. Use number sense and multiplication and division basic facts to find values for the unknowns that make the number sentences true.

At St. Paul's Community School, it is our goal to know, understand and care well for our students. We regularly reflect on our students learning, their growth, their potential, and their areas of need. It is our end and delight to help cultivate both curiosity and wonder in our students, as well as an ability to synthesize their understanding to life and all learning, that they might clearly see the tapestry of God in all that they learn.

As educators, it is our goal to use different types of assessment in a formative way to influence and tailor the teachers' instruction to best meet students' needs, and to recognize clearly the place where the students are at in the learning process. We seek to regularly refine and diversify the assessment process in order to better establish a tandem of validity, quality of information, and efficiency, all the while seeking as much as possible to imbed assessment into the flow of instruction and learning.

## **The Great Conversation**

While the value of assessment is clear, we also recognize the difficulty in quantifying deeper learning of truth and its influence upon one's person and character. Much time spent engaging with one another is necessary in order to gain insight into the soul and spirit. We therefore place primary value upon teachers' professional judgement and reflection on a student's actions and words in the form of narrative assessment, in company with the realization that evidence of character and moral learning may not always be readily distinguishable. As part of the narrative approach, teachers will refer to student actions, words, and especially effort and educational grit as fruit for discerning personal character and faith growth.

Assessment in the form of *discourse* is regularly used by staff as they interact with students during instruction, activities, work and groups. *Socratic discussions* are guided by teachers to encourage students to ask essential questions and think deeply about what values and positions they hold. At other times the assessment takes a conferencing format which gives greater depth of detail, and at others the assessment is a brief verbal check-in where the teacher evaluates students' response in the context of individuals, pairs, small or whole group.

### ***Assessment Forms:***

Socratic Discussion	Report Cards-Educational Habits
Conferencing	Report Cards-Narrative Comments
Narrative Assessment	
Literature Circles (grade 3)	

## **The Self-Assessment Distinctive**

Students in the lower school are evaluated both in their academic learning and their character formation. A distinctive of a person of integrity is the ability to self-evaluate; therefore, starting in preschool, we seek to form habits of *self-assessment* in examining one's own character and actions honestly and fairly. In the primary grades, students conference with a teacher to get their evaluation of school habits through the "How I Work and Play at School" self-evaluation, and their moral character in the "How I Honor God at School" self-evaluation. These serve as a fulcrum for dialogue between the teacher and student as they discuss areas of agreement/difference, as well as a connect point with parents, both in parent teacher conferences and for parents to use at home to dialogue with their child.

Students are, as a regular routine, asked to signal the teacher regarding their understanding of the lesson at hand and the work being done. Students also work in teams and small groups to consider their learning, their work, and their progress. Later in the Upper School, parent teacher conferences will be student led, where the student meets with a team of his/her teachers and parents to explain progress made and goals to work on.

### ***Assessment Forms:***

How I Work and Play at School Self-Evaluation	Time Out Reflection Form
How I Honor God at School Self-Evaluation	Shepherding Conversations

## **Formative and Authentic Assessments**

The best and most engaging learning is *experience*, where students can see the life of the learning through hands on authentic activities. We encourage the building of curiosity and wonder through careful examination and observation of nature and the world around us, as well as a deeper understanding of principles and the laws of nature through inference and deduction. Teachers use both ongoing observation of students and evaluation of the final product to evaluate the depth of student learning and progress. Formatively, teachers use a variety of quick techniques to assess the direction and depth of these lessons and differentiate accordingly.

### ***Assessment Forms:***

#### **Authentic/Hands on:**

Curriculum projects

Unit activities (all subjects grades K-3)

Creative Expressions Night

Nature Journals

#### **Formative**

Think Pair Share

Exit Slips

Hand Signal Checks

Quick Response Questions

## **Benchmark Assessments**

Student academic learning at Garden Christian Academy is guided in part by a *scaffolded structure of state and national grade level standards*. These standards are evaluated each quarter and are recorded and reported through the student report cards distributed every 9 weeks. Teachers evaluate student progress throughout each quarter and form their instruction toward student mastery of all expected benchmark standards.

### ***Assessment forms:***

Quarterly grade level assessments (recording/reporting form preK-3 Report Cards)

Math in Focus curriculum assessments

Spell to Write and Read curriculum assessments

Treasures leveled reading assessments

## **Standardized Tests**

As part of our reflection on student performance, we value the tool of being able to compare our students to their peers both inside and outside of SPCS. Using standardized assessments have been particularly valuable in helping us understand our effectiveness in closing the achievement gap with our urban students and language learners. Standardized tests are given two to three times per year depending on the measure, and results are used to inform instruction and evaluate performance. NWEA MAP (Fall and Spring in grades 2-5)

**St. Paul's Community School**  
**Preschool**

Teacher

Student Name

<b>Attitudes &amp; Practices that Affect Learning</b>				
<b>Attendance Report</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>
Days absent				
Days tardy				
<b>Character Development</b>				
Obeys school & classroom rules				
Shows <b>respect</b> for adults				
Shows <b>kindness</b> towards others				
Displays <b>honesty</b>				
Practices <b>self-control</b>				
Accepts <b>correction</b>				
Accepts <b>responsibility</b> for actions				
Uses <b>wise judgement</b>				
Makes learning connections to <b>God</b>				
Shows <b>perseverance</b> in learning				
<b>Learning Habits</b>				
Follows directions				
Organizes self & materials				
Works cooperatively				
Works independently				
Works without disturbing others				
Takes initiative/Uses time wisely				
Exhibits good effort				
Completes assignments				
Transitions quickly				
<b>Engagement and Participation</b>				
Pays attention during instruction				
Participates in discussions				
Listens when others speak				
Communicates clearly				
Uses appropriate voice levels				
<b>Thinking Habits</b>				
Uses <b>problem-solving</b> skills				
Makes careful <b>observations</b>				
Displays <b>curiosity</b> through questions				
Makes and understands <b>connections</b>				

**2019-2020 Academic Progress**

Grading Key	
5=Exceptional	4=Above Expectations
3=Meets Expectations	2=Approaching Expectations
1=Below Expectations	X=Not assessed this quarter

Academic Performance				
Bible	1st	2nd	3rd	4th
Memorizes Bible verses				
Understands & applies principles				

English Language Arts-Reading				
Reading Readiness Skills				
Listens with interest to stories read aloud.				
Identifies the front and back cover of a book.				
Follows print <b>left to right</b> , top to bottom				
Recognizes own name in print				
Identifies uppercase letters				
Identifies lowercase letters				
Matches sounds to letters				
Role plays reading				

Comprehension Skills				
Answers questions about the text				
Retells including key details				
Tells what's happening in a picture				

English Language Arts-Writing				
Uses <b>drawing</b> to communicate ideas				
Progresses from scribbles to identifiable markings				



Mathematics	1st	2nd	3rd	4th
<b>Counting &amp; Cardinality</b>				
<b>Numbers to 10</b>				
Identifies numerals 1-10				
Writes numerals 1-10				
<b>Numbers to 20</b>				
<b>Counting</b>				
Counts in sequence to 10				
Counts objects one-by-one				
<b>Number Operations</b>				
<b>Algebra and Geometry</b>				
Identifies patterns				
Sorts and groups objects				
Recognize, describe, and name common shapes				
Awareness of simple time concepts				

<b>Specialist Classes</b>				
<b>Physical Education</b>				
P.E. skills				
Classroom conduct				
<b>Music</b>				
Musical understanding				
Classroom conduct				
<b>Art</b>				
Art understanding				
Classroom conduct				

<b>Preschool Skills</b>				
Knows colors				
Knows left and right				
Knows days of the week				

## Comments

1st Quarter
2nd Quarter
3rd Quarter
4th Quarter

**St. Paul's Community School**  
Kindergarten

Teacher

Student Name

Attitudes & Practices that Affect Learning				
Attendance Report	1st	2nd	3rd	4th
Days absent				
Days tardy				
Character Development				
Obeys school & classroom rules				
Shows <b>respect</b> for adults				
Shows <b>kindness</b> towards others				
Displays <b>honesty</b>				
Practices <b>self-control</b>				
Accepts <b>correction</b>				
Accepts <b>responsibility</b> for actions				
Uses <b>wise judgement</b>				
Makes learning connections to <b>God</b>				
Shows <b>perseverance</b> in learning				
Learning Habits				
Follows directions				
Organizes self & materials				
Works cooperatively				
Works independently				
Works without disturbing others				
Takes initiative/Uses time wisely				
Exhibits good effort				
Completes assignments				
Transitions quickly				
Engagement and Participation				
Pays attention during instruction				
Participates in discussions				
Listens when others speak				
Communicates clearly				
Uses appropriate voice levels				
Thinking Habits				
Uses <b>problem-solving</b> skills				
Makes careful <b>observations</b>				
Displays <b>curiosity</b> through questions				
Makes and understands <b>connections</b>				

**2019-2020 Academic Progress**

Grading Key	
5=Exceptional	4=Above Expectations
3=Meets Expectations	2=Approaching Expectations
1=Below Expectations	X=Not assessed this quarter

Academic Performance				
Bible	1st	2nd	3rd	4th
Memorizes Bible <b>verses</b>				
Understands & applies principles				

English Language Arts-Reading				
Reading Readiness Skills				
Follows print <b>left to right</b> , top to bottom				
<b>Identifies</b> uppercase letters				
<b>Identifies</b> lowercase letters				
<b>Matches sounds</b> to letters				
Reads basic <b>sight words</b>				
Identifies <b>beginning sounds</b>				
Identifies <b>ending sounds</b>				
<b>Blends sounds</b> to form simple words				
<b>Reads</b> leveled readers				
Identifies rhymes				
Produces rhymes				

Comprehension Skills				
<b>Answers questions</b> about the text				
<b>Retells</b> including key details				
Describes <b>connections</b>				

English Language Arts-Writing				
Uses <b>drawing</b> to communicate ideas				
Uses <b>writing</b> to communicate ideas				
<b>Spells</b> simple words phonetically				
<b>Prints</b> upper and lower case letters				

<b>Mathematics</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>
<b>Counting &amp; Cardinality</b>				
<b>Numbers to 10</b>				
Identifies numerals 0-9				
Writes numerals 0-9				
Orders numerals 0 to 10				
Matches numerals to sets up to 10				
<b>Numbers to 20</b>				
Identifies numerals 10-20				
Writes numerals 10-20				
Orders numerals 0 to 20				
Matches numerals to sets up to 20				
<b>Counting</b>				
<b>Counts by 10's</b> to 100				
<b>Counts by 1's</b> to 100				
<b>Number Operations</b>				
Uses objects to show <b>addition</b>				
Solves <b>addition</b> word problems				
Uses objects to show <b>subtraction</b>				
Solves <b>subtraction</b> word problems				
<b>Algebra and Geometry</b>				
Identifies patterns				
<b>Copies and extends</b> patterns				
<b>Sorts</b> three ways				
<b>Orders</b> objects according to <b>size/ length</b>				
Identifies 2-D <b>shapes</b>				

<b>Specialist Classes</b>				
<b>Physical Education</b>				
P.E. skills				
Classroom conduct				
<b>Music</b>				
Musical understanding				
Classroom conduct				
<b>Art</b>				
Art understanding				
Classroom conduct				

<b>Kindergarten Skills</b>				
Knows colors				
Knows left and right				
Knows days of the week				
Knows months of the year				
Cuts on straight and curved lines				
Holds pencil correctly				
Prints first name				

## Comments

1st Quarter
2nd Quarter
3rd Quarter
4th Quarter

**St. Paul's Community School**  
**Grade 1**  
**Teacher**

**Student:**

**Attitudes & Practices that Affect Learning**

<b>Attendance Report</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>
Days tardy				
Days absent				
<b>Character Development</b>				
Obeys school & classroom rules				
Shows respect for adults				
Shows kindness towards others				
Displays honesty				
Practices self-control				
Accepts correction				
Accepts responsibility for actions				
Uses wise judgement				
Makes learning connections to God				
Shows perseverance in learning				
<b>Learning Habits</b>				
Pays attention & follows directions				
Organizes self & materials				
Works cooperatively				
Works independently				
Works without disturbing others				
Uses time wisely				
Completes and returns homework				
Exhibits good effort				
Takes initiative				
Transitions quickly				
<b>Specialist Classes</b>				
<b>Physical Education</b>				
P.E. skills				
Classroom conduct				
<b>Music</b>				
Musical skills				
Classroom conduct				
<b>Art</b>				
Art understanding				
Classroom conduct				
<b>Computer</b>				
Computer understanding				
Classroom conduct				

**2019-2020 Academic Progress**

<b>Grading Key</b>				
5=Exceptional 4=Above Expectations				
3=Meets Expectations 2=Approaching Expectations				
1=Below Expectations X=Not assessed this quarter				
<b>Academic Performance</b>				
	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>
<b>English Language Arts- Writing and Spelling</b>				
Writes creative & narrative texts		X	X	X
Writes informative texts	X		X	X
Writes persuasive & opinion texts	X	X		X
Conducts research & explains in writing	X	X	X	
Forms letters correctly				
Uses capitalization and punctuation				
Uses correct spacing				
Spells grade level words				
Spells phonetically				
<b>English Language Arts-Listening &amp; Speaking</b>				
<b>Comprehension and Presentation of Ideas</b>				
Participates in discussions				
Listens to others & builds upon ideas				
Communicates clearly & relevantly				
Speaks in complete sentences				
<b>Reads Independently</b>				
<p>This includes: makes and describes connections, uses text features to aid comprehension, compares and contrasts, retells, identifies main idea and supporting detail, asks and answers questions, makes inferences, decodes unfamiliar words, monitors self when reading does not make sense and reads fluently.</p>				

Mathematics					Comments
	1st	2nd	3rd	4th	
Operations and Algebraic Thinking					1st Quarter
Adds and subtracts fluently within 20					
Uses addition and subtraction equations to solve word problems					
Checks answers and explains thinking					
Numerical Thinking					
Reads, writes and counts to 120					
Counts backwards from a given number, skip counts					
Understands place value for 10's & 1's, and compares numbers					
Measurement and Data					
Measures in length, time and money					
Identifies, compares & interprets data in graphs					
Geometry					
Recognize 2-D and 3-D shapes by their attributes					2nd Quarter
Divides shapes into equal parts					
Science					
Describes growth & change					
Understands patterns, cause and effect, sturcture and function					
Asks questions & seeks answers through careful observation					
Social Studies					
Understands communities and cultures					
Uses & understands simple maps					
Makes present/past connections and orders events					3rd Quarter
Participates constructively in classroom community					
					4th Quarter

# **Students**

## **Admissions Policies**

- Income: We primarily serve families who normally would not be able to afford a private, Christian education. We are committed to having more than 61% of our students come from households that meet federal low-income guidelines.
- Ethnicity: Over 75% of our student body is African American, Latino, Native American, and Asian.
- Location: Over 61 % of our families come from the south side of OKC within the quadrant between the four highways (I-40, I-240, I-44, and I-35).
- Commitment: Being at St. Paul's requires a high level of commitment from both parents and students. (See family covenant)
- Academic Ability: Our desire is to have every graduate of St. Paul's prepared for life-long learning. Therefore, every St. Paul's student is expected to perform within a rigorous, classical, academic environment. In addition, it is our desire to provide individualized academic support to help all students succeed.
- Behavior: We believe a child's education is enhanced by a disciplined and orderly environment. We expect our students to reflect order in their appearance and interactions, and we vigorously promote the biblical virtues of kindness, reconciliation, politeness, respect, and self-discipline.

## **Enrollment Procedures**

1. Attend Admission Tour, Parent Info Meeting, or Open House
2. Submit Application and Teacher Questionnaire
3. Student Assessment and Parent Interview
4. Results of Application (Accepted, Denied, Waitlist)
5. If accepted, New Family Conference, \$30 deposit, and reserve student's spot

## **Timeline**

For year one, enrollment will begin in January and be open through the spring and summer until the spots are filled. All applications will be processed within six-eight weeks of filing. For the following year, enrollment will open in November and parent evaluations will take place the following February. We will receive and process applications until we are at capacity. See "Recruitment Timeline" below.

## **Geographic Boundaries**

Over 61 % of our families come from the south side of OKC within the quadrant between the four highways (I-40, I-240, I-44, and I-35).

## **Target Student Population**

See "admissions policies" above

**Interview/Tuition/Fees**

See “Enrollment Procedures” above and “Tuition Calculator” below

**Uniforms**

Students will be required to wear uniforms provided by the school

**Class Size**

Enrollment will be limited to 16 students per class

**Behavior and Discipline Procedures**

See “Classroom Discipline” below

## Recruitment Timeline

### December

~~(15th) Canvassing~~

~~(20th) Open House~~

### January

~~(5th) Canvassing~~

(10th) Open House

(24th) School Choice Expo

(26th) Canvassing

### February

(7th) Open House

(?) Latino Community Event

### March

Student Assessments

Parent Interviews

### April

Student Assessments

Parent Interviews

### May

All Applications Processed by 30th

### June

Family Conferences

### July

Family Conferences

### August 19th

First Day of School

## Application Process

Attend Open House

Submit Application and Teacher Questionare

Aim for all applications to be processed within 4-6 weeks of submittance

Student Assessment and Parent Interview, tuition determined

Results of Application (Accepted, Denied, Waitlisted)

If accepted, new family conference, deposit \$30, and reserve student spot



Total Tuition	
Monthly Payment Per Student	\$45
Total Monthly Payment	\$90
Total Yearly Payment	\$900

Family Information	
Gross Income	\$40,000.00
Household Size	4
Number of Students	2
Staff Member (yes/no)	yes

Discounts	
Multiple Student Discount	10%
Staff Member Discount	10%

Effective Gross Income

\$40,000.00

Household Size		100%	133%	150%	185%	200%	250%	300%	400%	500%
1 2 3 4 5 6 7 8		\$12,490	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		\$16,910	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		\$21,330	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		\$25,750	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		\$30,170	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		\$34,590	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		\$39,010	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
		\$43,430	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Tuition		\$30	\$40	\$60	\$80	\$100	\$200	\$300	\$500	\$700

SPCS Tuition Calculator

Based on household income and family size

## Classroom Discipline

### Clipboard

Each day we start with a new clipboard sheet which allows the teacher to have student's names handy, as well as to record attendance and to record whether a child needed to change his or her card. There is also a space for notes on each child, and to list students struggling with the concept for the day in Language Arts or Math. Please see the sample student sheet to know how one is used. The clipboard is kept on the filing cabinet.

### Student Jobs

Student jobs are on the Classroom Helpers board. You have lots of helpers for various things. Feel free to use them!

### Class Rules

- I will be kinder today than yesterday.
- We will love one another.
- All tries are my best tries.
- I will obey right away.
- I can do all things through Christ who gives me strength.

### Behavior Stoplight Cards

In our class, behavior will be tracked with stoplight cards as follows:

**Green:** Each day students will begin their day on the color green, showing in their pockets in the pocket chart. Staying on green means a super day!

**Yellow:** Students will be asked to move their cards to yellow when they fail to follow the classroom rules. *Students will be given a warning first, and be asked to put their stick in the pocket, or to give me a pink slip.* Having a yellow card results in a 5 minute Think and Walk during recess, or 5 minute loss of Explore Centers at the end of the day.

**Orange:** Students will be asked to move their cards to orange for again failing to follow the classroom rules. Any student needing to move their card to orange will serve a 20 minute time-out, and complete a time-out reflection form. We will send home a note letting parents know that their child was on orange, and the reason for moving their card.

**Red:** Students who continue to disobey the rules during the day will be asked to move their card to red. Students with a red card will complete a time-out with reflection paper, and may be sent to the Head of School's office. We will send a note home detailing the reasons for moving their card to red. In most cases parents will be called by the teacher or HOS as well, to make sure parents are kept well-informed.

Moving cards in the stoplight system is a helpful and visual way for students to see how they are doing. While having all cards on green is our goal, most every child at some point needs to move their card. If we see a pattern of a child needing to move their card on a regular basis, we will give the parents a call or email to discuss finding an additional behavior plan to help that child meet their goals and learn well in the classroom.

### **Positive Pink Slips**

In our class, getting a pink slip is a reward for the child doing something really well. Students can earn pink slips for excellent behavior, excellent work, or shining character. When a student receives a pink slip, they will write their name on the back and put it in their pencil box. Each Friday during centers, students will be able to visit our treasure box, using their pink slips to make purchases or save up!

### **Restrooms**

Students are allowed to use the restroom in the classroom when it is work or center time, not instruction time. We also use the hallway restroom as a class, which is on the schedule. Four students are allowed to be in the restroom at one time. The rest wait in line in the hallway. Bathroom monitors let us know who should be most commended for their conduct in the bathroom.

### **Walking in the Hall**

Any time students are moving throughout the building, they do so in a line with their hands behind their back. A line leader leads the line, and an end-of-the-line leader brings up the rear. Students are to walk quietly with eyes ahead in a straight line.

# **Mission Statement**

## **Mission Statement**

We exist to partner with families and churches in the work of nurturing wise, virtuous, and skilled students who will use their God-given abilities to bless people for the glory of Jesus Christ and the flourishing of South Oklahoma City.

## **Statement of Purpose**

Our propose is to provide excellent Christ-centered Classical education to families who could not afford it on the south side of Oklahoma City. By being faithful to our mission and vision with a spirit of partnership and not competition, it is our hope that we can play a part in providing an educational ecosystem in Oklahoma City in which every child can thrive.

## **Vision Statement**

We seek to make a classical Christian education of the highest quality accessible to families in Oklahoma City, regardless of income or ethnicity.

## **Philosophy of Education**

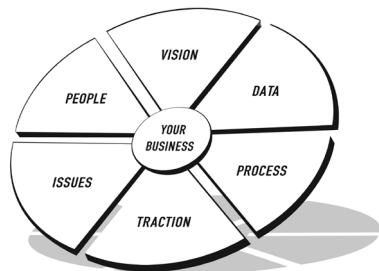
See Governance section, “Philosophy of Education”

## **Statement of Faith**

See Governance section, “Statement of Faith”

## **Community Support**

We are supported by a broad base of individuals and groups who are giving to sustain the school, as well as churches and organizations who are committed to partnering with us. We are exploring formal partnerships with Santa Fe South to provide breakfast and lunch through their food vendor, and Novo ministries to assist us with before and after school programing. We are also connected with Christ Community Health Coalition, Christ Community Church, and the resources that they have will be available to our families. See Governance section, “Statement of Love, Justice and Reconciliation.”

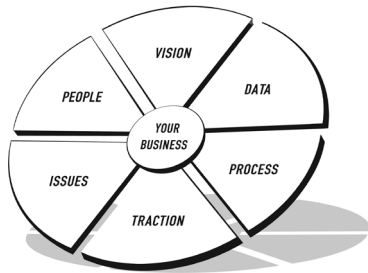


# THE VISION/TRACTION ORGANIZER™

**ORGANIZATION NAME:** St. Paul's Community School

## VISION

CORE VALUES	<ol style="list-style-type: none"> <li>1. The Centrality of Jesus</li> <li>2. Loving Relationships</li> <li>3. Reconciliation and justice (Building bridges across ethnic and social boundaries)</li> <li>4. Human forming, dignity affirming, affection shaping, and mind developing education</li> <li>5. Healthy rhythms of rest, work, and play</li> </ol>	3-YEAR PICTURE™
CORE FOCUS™	<p><b>Purpose/Cause/Passion:</b> We seek to make a classical Christian education of the highest quality accessible to all families in Oklahoma City, regardless of income or ethnicity.</p> <p><b>Our Niche:</b> We exist to partner with families and churches in the work of nurturing wise, virtuous, and skilled students who will use their God-given abilities to bless people for the glory of Jesus Christ and the flourishing of south Oklahoma City.</p>	<p><b>Future Date:</b> Sept 1, 2021</p> <p><b>Revenue:</b> \$700,000</p> <p><b>Profit:</b> \$0</p> <p><b>Measurables:</b> 128 students enrolled, 95% partner retention, 88% student retention</p> <p><b>What does it look like?</b></p> <ul style="list-style-type: none"> <li>• Clear curriculum – classical and faith integration</li> <li>• Integrated arts program</li> <li>• School-wide cultural competency and generosity of spirit</li> <li>• 93% of 3<sup>rd</sup> graders begin year on grade level</li> <li>• Diversity among staff and students</li> <li>• 50% of families involved in their local church</li> <li>• Students and parents proud to be at St. Paul's</li> </ul>
10-YEAR TARGET™	<p>To successfully and fruitfully serve 432 students in pre-K through 8<sup>th</sup> grade and to contribute to a positive educational ecosystem in the Oklahoma Metro through partnership and service with other local schools</p>	
MARKETING STRATEGY	<p><b>Target Market/"The List":</b> DEMO: age 35-55; top 20% income earners; business owners, corp leaders, professionals; church goers; connectors; PSYCHO: gospel-focused, entrepreneurial/problem solvers, and/or justice seekers</p> <p><b>Three Uniques:</b></p> <ol style="list-style-type: none"> <li>1. 61% urban poor</li> <li>2. High-quality, Christ-centered education</li> <li>3. Parental partnership and accountability</li> </ol> <p><b>Proven Process:</b> The Oaks, Hope Academy, West Dallas</p> <p><b>Student Target Market/"The List":</b> DEMO: minimum of 61% high poverty; maximum of 10% high wealth; mainstreamable; underserved; GEO: 90% live on the Southside of OKC PSYCHO: desire to be at St. Paul's</p> <p><b>Four Uniques:</b></p> <ol style="list-style-type: none"> <li>1. High-quality, Christ-centered education</li> <li>2. Parental partnership and high student accountability</li> <li>3. Affordable for all</li> <li>4. Ethnic diversity</li> </ol>	



# THE VISION/TRACTION ORGANIZER™

**ORGANIZATION NAME:** St. Paul's Community School

## TRACTION

1-YEAR PLAN	ROCKS	ISSUES LIST																																																									
<p><b>Future Date:</b> August 1, 2019  <b>Revenue:</b> \$460,000  <b>Profit:</b> \$0  <b>Measurables:</b> Annual budget raised, 48 students enrolled, 5 qualified faculty and staff hired and trained, 48 student sponsors, 6 dependable volunteers, building lease agreement obtained and building prepped, curriculum scope and sequence developed</p> <p><b>Goals for the Year:</b></p> <table border="1"> <tr><td>1.</td><td>Raise \$460,000 by August 1<sup>st</sup></td></tr> <tr><td>2.</td><td>Recruit up to 48 PK-1<sup>st</sup> grade students by May 1<sup>st</sup></td></tr> <tr><td>3.</td><td>Cultivate long term donor relationships through follow-ups</td></tr> <tr><td>4.</td><td>Sign lease agreement on building space by March 1st</td></tr> <tr><td>5.</td><td>Interview teachers Feb-March</td></tr> <tr><td>6.</td><td>Create detailed curriculum plan for PK-1<sup>st</sup> grade by May 1st</td></tr> <tr><td>7.</td><td>Establish strategic volunteer plan</td></tr> </table> <p>With your cursor in the last row, press Tab to add another row.</p>	1.	Raise \$460,000 by August 1 <sup>st</sup>	2.	Recruit up to 48 PK-1 <sup>st</sup> grade students by May 1 <sup>st</sup>	3.	Cultivate long term donor relationships through follow-ups	4.	Sign lease agreement on building space by March 1st	5.	Interview teachers Feb-March	6.	Create detailed curriculum plan for PK-1 <sup>st</sup> grade by May 1st	7.	Establish strategic volunteer plan	<p><b>Future Date:</b> August 1-October 25th  <b>Revenue:</b> \$38,000  <b>Profit:</b> \$0  <b>Measurables:</b></p> <p><b>Rocks for the Quarter:</b></p> <table border="1"> <thead> <tr> <th></th> <th>Who</th> </tr> </thead> <tbody> <tr><td>1.</td><td>Submit application for Accreditation</td><td>MS</td></tr> <tr><td>2.</td><td>Secure 10-15 table hosts</td><td>AA</td></tr> <tr><td>4.</td><td>Interview and follow-up with teacher applicants</td><td>MS</td></tr> <tr><td>5.</td><td>Process student applications</td><td>MS</td></tr> <tr><td>6.</td><td></td><td></td></tr> <tr><td>7.</td><td></td><td></td></tr> <tr><td>8.</td><td></td><td></td></tr> </tbody> </table> <p>With your cursor in the last row, press Tab to add another row.</p>		Who	1.	Submit application for Accreditation	MS	2.	Secure 10-15 table hosts	AA	4.	Interview and follow-up with teacher applicants	MS	5.	Process student applications	MS	6.			7.			8.			<table border="1"> <tr><td>1.</td><td></td></tr> <tr><td>2.</td><td></td></tr> <tr><td>3.</td><td></td></tr> <tr><td>4.</td><td></td></tr> <tr><td>5.</td><td></td></tr> <tr><td>6.</td><td></td></tr> <tr><td>7.</td><td></td></tr> <tr><td>8.</td><td></td></tr> <tr><td>9.</td><td></td></tr> <tr><td>10.</td><td></td></tr> </table> <p>With your cursor in the last row, press Tab to add another row.</p>	1.		2.		3.		4.		5.		6.		7.		8.		9.		10.	
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In order to support an educational system in Oklahoma in which every child can thrive, St. Paul's seeks to offer an outstanding Christian education to children for whom this has not yet been an option.

## MISSION

We exist to partner with families and churches in the work of nurturing wise, virtuous, and skilled students who will use their God-given abilities to bless people for the glory of Jesus Christ and the flourishing of south Oklahoma City.

## VISION

We seek to make a classical Christian education of the highest quality accessible to all families in Oklahoma City, regardless of income or ethnicity.



Is not this the kind of fasting I have chosen:  
to loose the chains of injustice and untie  
the cords of the yoke, to set the oppressed free  
and break every yoke?

Is it not to share your food with the hungry and to  
provide the poor wanderer with shelter— when you  
see the naked, to clothe them, and not to turn away  
from your own flesh and blood?

Then your light will break forth like the dawn,  
and your healing will quickly appear; then your  
righteousness will go before you, and the glory of  
the LORD will be your rear guard.

ISAIAH 58:6-8



ST. PAUL'S  
COMMUNITY SCHOOL

A CLASSICAL SCHOOL IN SOUTH OKC

[www.spcsokc.org](http://www.spcsokc.org)



## ST. PAUL'S IS A CLASSICAL SCHOOL WHERE

Education begins  
in wonder.



Students read the  
best books of the  
Western tradition.



Latin is a basis for  
understanding the  
rudiments and structure  
of all language.



All subjects  
are interwoven.



Students not only learn  
the facts, but also  
participate in the truth.



We provide tools for life and learning  
beyond the classroom.

## AS A CHRISTIAN SCHOOL, ST. PAUL'S

Believes in the God-given  
dignity of all humans.



Upholds the Nicene Creed.



Helps children grow into a full, virtuous life.



Seeks to partner with parents to better  
understand and educate their children.



Believes all knowledge is in a sense  
knowledge of God himself.



Commits to rooting our relationships  
in Christian principles

### FURTHER, ST. PAUL'S



Pursues the good of our students, their families,  
and the broader OKC community;  
Works for unity within the Christian church;  
Pursues ethnic and socioeconomic reconciliation;  
and seeks to develop indigenous leaders.



## FUNDING

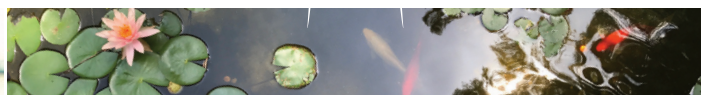
St. Paul's is a private school,  
primarily funded by outside  
donations and grants, and  
secondarily by tuition. In order  
to fulfill our vision of making this  
education available to all families,  
tuition will be paid on a sliding  
scale based on income.

FOR MORE INFORMATION,  
PLEASE VISIT  
[www.spcsokc.org](http://www.spcsokc.org)



## MISSION

We exist to partner with families and churches in the work of nurturing wise, virtuous, and skilled students who will use their God-given abilities to bless people for the glory of Jesus Christ and the flourishing of south Oklahoma City.



ST. PAUL'S PURSUES THE GOOD OF OUR STUDENTS, THEIR FAMILIES, AND THE BROADER OKC COMMUNITY; WORKS FOR UNITY WITHIN THE CHRISTIAN CHURCH; PURSUES ETHNIC AND SOCIOECONOMIC RECONCILIATION; AND SEEKS TO DEVELOP LEADERS.



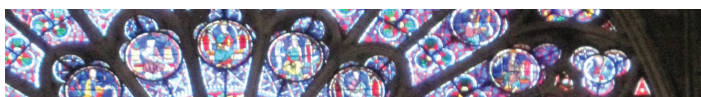
**ST. PAUL'S**  
COMMUNITY SCHOOL

## VISION

We seek to make a classical Christian education of the highest quality accessible to all families in Oklahoma City, regardless of income or ethnicity.

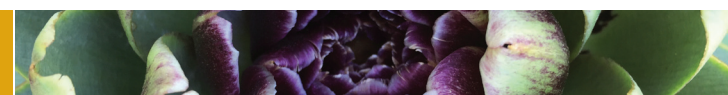


AN AFFORDABLE CHRISTIAN SCHOOL



IN SOUTH OKC

[www.spcsokc.org](http://www.spcsokc.org)



## WHO WE SERVE

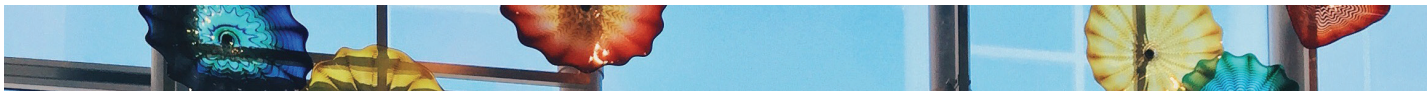
We primarily serve families who are unable to afford a private, Christian education. At least 61% of our students will come from households that meet federal low-income guidelines. It is our goal for our student population to reflect the ethnic diversity of south Oklahoma City.

St. Paul's Community School does not discriminate on the basis of race, color, and national or ethnic origin.

Most of our families come from the south side of OKC within the quadrant between the four highways (I-40, I-240, I-44, & I-35).



...EVERY GRADUATE OF ST. PAUL'S PREPARED FOR LIFE-LONG LEARNING.



## WHAT WE WANT FOR OUR STUDENTS

Our desire is to have every graduate of St. Paul's prepared for life-long learning. Therefore, every St. Paul's student is expected to perform within a rigorous, classical academic environment. We will provide individualized academic support to help every student succeed.

We believe a child's education is enhanced by a disciplined and orderly environment. We expect our students to reflect order in their appearance and interactions, and we vigorously promote the biblical virtues of kindness, reconciliation, respect, and self-discipline.

St. Paul's equips students for excellence within a God-centered view of life. Our classical model emphasizes an integrated curriculum of literature, Latin, mathematics, science, history, and the arts.



## FUNDING

St. Paul's is a private school, primarily funded by outside donations and grants, and secondarily by tuition. In order to fulfill our vision of making this education available to all families, tuition will be paid on a sliding scale based on income.

FOR MORE INFORMATION,  
PLEASE VISIT

[www.spcsokc.org](http://www.spcsokc.org)





ST. PAUL'S  
COMMUNITY SCHOOL





## MISSION

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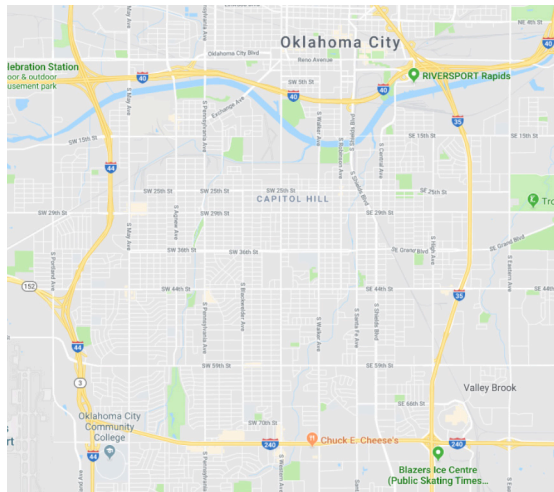
## VISION

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# SOUTH OKLAHOMA CITY

## A CITY WITHIN A CITY

- South OKC is ethnically diverse. Roughly 100,000 people live within the highways, a small majority of Hispanic origin, followed by White, Black, American Indian, and Asian.
- The people possess an entrepreneurial spirit and have been creatively working to rebuild their community.
- The leaders of churches in South OKC value working together to bring God's kingdom in tangible ways.
- Families respect teachers and desire excellence in education for their children.



## ST. PAUL'S COMMUNITY SCHOOL

A Christ-centered school is a refuge, an extension of the church, an anchor, and a launching pad. Students will encounter Christian teachers every day who model character, grace, and excellence. Teachers will equip students with the skills they need while consistently demonstrating the love and grace of our Lord. St. Paul's will offer:

- Excellent classical Christian education
- Faculty and staff who are deeply rooted in Christ
- Highly qualified teachers
- Strong partnership with families
- An emphasis on character development

## FAMILY INVOLVEMENT

It is our desire at St. Paul's to partner with parents as they raise their children. We will expect all parents to maintain high involvement in their child's education, including paying tuition, participating in school events, and assisting them in their studies. However, we do not want the cost of tuition to prevent students from attending St. Paul's; therefore, we are asking God to provide resources to offset the cost.





# OUR LEADERSHIP

## SPCS BOARD OF DIRECTORS

John-Mark Hart, Chairman, Lead Pastor  
Christ Community Church

Christopher Brewster, Superintendent  
Santa Fe South Charter Schools, Inc.

David K. Anderson, Associate English Professor  
University of Oklahoma

Ofelia Cancio, Graduate Civil Engineer  
Huitt-Zollars, Inc.

Nathan Carr, Head of School  
The Academy of Classical Christian Studies

Mindy Janssen, Christian Education Advocate  
Crosstown Church

Alejandro Raigoza Muñoz, Student Oklahoma  
State University - Oklahoma City

Josh Spears, Professor  
The Academy of Classical Christian Studies

Chauncey A. Shillow, Associate Pastor  
Christ Community Church

Alicia Thompson, Stewardship Partner  
DecisionGrid

## SPCS LAUNCH TEAM



### MORGAN SHILLOW HEAD OF SCHOOL

Morgan Shillow graduated from the University of Central Oklahoma with a Bachelors Degree in Elementary Education and is studying Christian Ministry at Southeastern Baptist Theological Seminary. She worked at Santa Fe South as an administrative assistant and fourth grade teacher. In addition, she has spent hundreds of hours volunteering with elementary schools in the area. Morgan has been a part of the church community in South OKC since she was nine years old, and she and her husband, Chauncey, have committed their lives to the welfare of this community. Chauncey serves as a pastor at Christ Community Church, and they have one son, Joshua Moses.



### ABBY ANDERSON DIRECTOR OF ADVANCEMENT

Abby Anderson graduated from the University of Oklahoma in 2006 with a degree in Spanish Language and from Dallas Theological Seminary in 2010 with a Masters of Arts in Biblical Studies. She taught at The Academy of Classical Christian Studies, and she loves the idea of bringing the beauty of classical Christian education to South OKC. Her husband, David, is a professor of literature at the University of Oklahoma, and they have one son, Samuel Patrick.

# DOES THIS MODEL WORK?

We are learning from the models of three high-performing classical Christian schools serving under-resourced communities. At these schools, affordable classical Christian education is enabling hurting families and hurting communities to flourish. We desire to serve Oklahoma City in this way at St. Paul's Community School.

## THE OAKS ACADEMY (INDIANAPOLIS)

800 students - K-8 (3 campuses)

70% with financial need

Top 5% in state standardized testing

#1 Indiana School Corporation (2015 & 2017)

87% of students go on to attend quality universities

## HOPE ACADEMY (MINNEAPOLIS)

500 students — K-12

74% free and reduced-price meals eligible

80% at grade level (both reading and math)

98% college acceptance

## WEST DALLAS COMMUNITY SCHOOL (WEST DALLAS)

250+ students — K-8

94% graduate high school

83% go on to college

## HELP STUDENTS ATTEND ST. PAUL'S

We believe God is calling us to take this step of faith, and we're asking you to prayerfully consider coming with us. Because of limited public funding for private schools, it will take the generosity of partners to make this vision possible.

Our estimated first-year budget will be \$460,000 to serve 48 students in grades Pre-K, K, and 1. We will add a grade each year. Between 15% and 30% of the budget will come from student tuition, but we are inviting Partners to provide the rest (\$400,000 for 2019-2020).

Partners are individuals, businesses, churches, and foundations who sponsor students to attend St. Paul's. Partners will receive letters from students and have the opportunity to engage in the classroom at annual Partner Days at the school.

Would you prayerfully consider giving at one of the following levels?

	Gift Range	#	Total
Cornerstone	\$25,000+	1	\$25,000
Anchor	\$15,000+	2	\$30,000
Student Partner	\$7,000 (1/2: \$3,500)	48	\$336,000
Donor	Any amount	50	\$9,000
Total		101	\$400,000

Our prayer is that the ministry of generosity to St. Paul's can be part of tearing down walls that separate the wealthy and the poor and fostering a spirit of gospel harmony in our city.



“The problem with our school’s is that they aren’t teaching our children to read.  
So you’ve got to do it. You need to teach my grandson to read.”

Ava - the grandmother of a 3rd-grade student in south OKC

A volunteer college student taught this student to read in private tutorials, and he is now excelling.  
But that is one student. We have to reach the rest.

## **Facilities**

### **Leasing/Owning**

St. Paul's Community School will lease space from Western Hills Church for the 2019-2020 school year and reevaluate on an annual basis. In the meantime, St. Paul's will be seeking to acquire a more permanent situation within the next 3-5 years.

### **Location**

Western Hills Church is located on 401 SW 44<sup>th</sup> Street, OKC, OK 73109.

### **Building Description**

The school will be contained in the upstairs Christian Heritage Center of the main WHC building (see space agreement). There are 3 classrooms in addition to an office, kitchen, lunch room and resource room. The resource room will contain several small shelves of books for the library and additional classroom and supplemental materials.

### **Number of Classrooms**

3

### **Library, computer lab**

See Personnel section "Library Plan"

### **Utilities**

Utilities will be included in the cost of rent. See Finance section "Proposal for Space."